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ORBIT

IDEAS
ABOUT TEACHING
AND LEARNING

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Interview with
WALTER PITMAN

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THE ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

On School VIOLENCE

Begin with yourself– C-RE-A-T-E

A PUBLICATION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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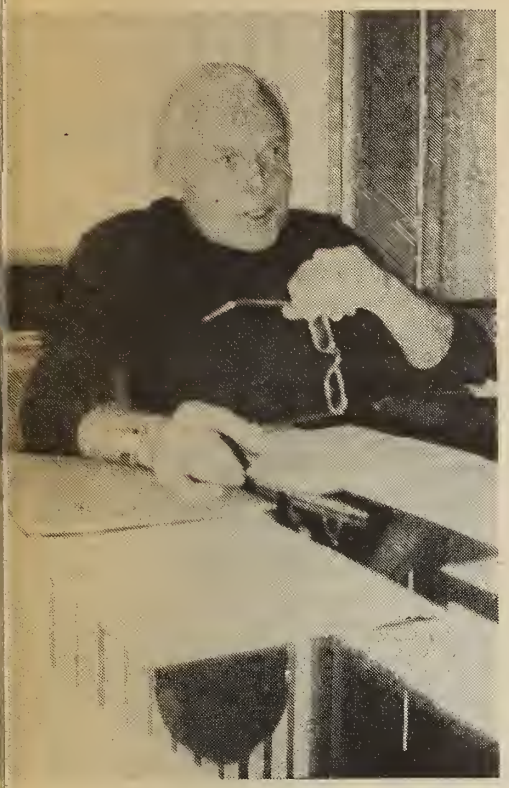
Reflections on Technology, Education, and Canoeing in the Backwoods...



Walter Pitman became the Director of OISE on January 1st, replacing Bernard Shapiro who had been appointed Deputy Minister of Education for Ontario. Mr. Pitman joined OISE from the position of Executive Director, Ontario Arts Council. He was formerly President of Ryerson and prior to that Dean of Arts and Sciences at Trent University. He began his early career as a high school teacher.

Walter Pitman's chairmanships, honors and awards are too numerous to list here but some include terms as President of the Canadian Civil Liberties Association and of the Canadian Association for Adult Education. This past summer he acted as special advisor to the government on the community college system in Ontario, authoring the "Pitman report" on the topic. His most recent award has been an honorary Doctor of Laws from McGill University. He is also an OISE Fellow.

Long active politically, Walter Pitman has served both as an MP and an MPP and has acted as education critic and deputy leader for the Ontario NDP.

Walter Pitman is interviewed here by Laura Weintraub, a Ph.D. candidate in OISE's Department of Educational Administration and a consultant in education and social policy.

Weintraub: The first thing I wanted to ask you has to do with your switch from the arts to education. Though desperately either underfunded or misfunded, the arts still hold an aura of social status that education doesn't have, perhaps because education is formally universal and art is often conceived of as an elitist occupation.

Pitman: I think it's a perception which people in the arts wouldn't agree with. They would say that at least those engaged in education have a livable salary whereas most engaged in the arts barely survive. Artists and writers in Canada are one slot above old-age pensioners in terms of their yearly stipend! They would say that the educational system is well funded and that artists get the dregs. However, the distinction itself is rather interesting. I see the arts as another form of learning. Yet they are often seen as entertainment, as titillation of the senses, decoration. I see the arts as concerned about the issues which confront humankind, as good education is. Now, the arts involve an informal as opposed to institutionalized kind of learning. But I don't discount for one moment the fact that they are just as important, just as crucial for how we learn to live on this planet.

Weintraub: So you see a linkage rather than a discontinuity in your career?

Pitman: Absolutely. I left education to go to an arts council because I was fascinated by the connections between the arts and learning, and I'm just as convinced now that those connections are valid and that they have to be strengthened.

Weintraub: Some have welcomed the news of your appointment at OISE and there's even a sense of excitement in some quarters about your arrival here. There's also been a more negative response, one that would stereotype your adult ed origins or interests as leading to "compulsory canoeing courses in the backwoods" so that everyone can get in touch with each other.

Pitman: You're right that I have a reputation for advocating forms of learning that are not seen as traditional and perhaps as respectable as the formal university with all of its trappings and prerequisites. I've long since lost any interest in that debate. I think there can be as much excellence in a first-class interaction in a trade union hall as in any classroom. I think that people learn in so many different kinds of ways and at so many different times in their lives and with so many motivations that any attempt to stereotype learning is fraught with nonsense.

Weintraub: But we're dealing with an education system that not only doesn't recognize learning in trade union halls as legitimate but does its best to keep labor history out of our children's classrooms.

Pitman: There are those associated with the arts who think that trade unionists have no place in concert halls, or at least respectable artists shouldn't worry about what goes on in the minds of trade unionists. I think that is the worst form of elitism and the most damaging and destructive kind of perception about learning.

. . . there can be as much excellence in a first-class interaction in a trade union hall as in any classroom.

There are things that schools and universities do well. There are other things that they can't do very well. Those are just as legitimate and necessary. I know the adult education movement is sometimes seen as a very soft-headed and maudlin approach to the needs of people, but God help us, we're living in a dangerous world. Either we develop some shared perceptions of how we're going to survive or we won't survive at all. For example, the popular education movement in Latin America may be the most important thing that's happeninganywhere in the world in education, just as what is happening in theology in that setting may be more important than what's happening in the more established churches.

Weintraub: When we look to Latin America, we see literacy workers who are murdered. We don't see that extreme in a North American setting. But we do see that many people take no pleasure in reading. It's not necessary to kill the teachers but there are certain privileges that are clearly structured.

Pitman: Killing me softly is a reality of course in North America. You're quite

right. I think the fact that educational workers find themselves in the middle of socio-political battles that result in violence indicates just how close to the centre education is in those countries. But it seems to me that all of us engaged in learning have some responsibility to be engaged in those sectors of action and reaction and debate and dissonance which show that learning really is important for our survival. And I make no apology for that belief.

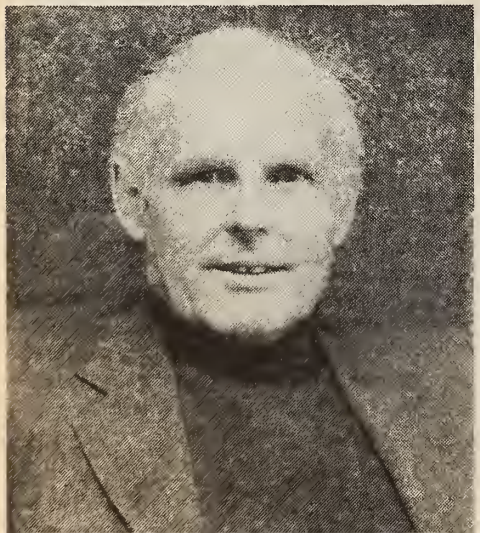
Weintraub: In some very explicit ways you're speaking to what might be termed an altered agenda, or at least one different from what the OISE community has become accustomed to.

Pitman: There is a great deal going on here that's right in the centre of debate and discussion, that's right out there on the edge, so I don't think that there's any need to think of massive change.

People obviously want reform and change and are even prepared to spend more money on education. So, there's a more general shift in awareness taking place right now.

Weintraub: I wonder if we could apply this to a very concrete level with respect to peace research, which is one of your areas of personal commitment. To the best of my knowledge, peace research has never shown up as one of the priority areas for how the Ministry goes about funding research in this institute. How might we bridge that gap?

Pitman: I think we can give these seeming "fringe" areas both encouragement and support. At least we should not talk about peace research as a sort of perversion or weird idea which, say, a few faculty members have and which happens to have the interest and the attention of the Director. I think what we're really seeing is a new social literacy—an awareness that we live on a planet that is very much finite and that over the last 20 years we have used up enormous percentages of energy and natural resources. I think this kind of awareness is already seeping into the curriculum. So I don't see this as some



game that OISE is playing outside the mainstream. I think it's very much part of the mainstream.

Weintraub: In terms of affecting children's daily lives?

Pitman: That's right, because their daily lives are going to be more and more tied to solutions to these kinds of problems.

Weintraub: For some the pace of seepage seems dangerously slow.

Pitman: Glacial.

Weintraub: And we may not have glacial ages to wait.

Pitman: That's, I think, the great question we're all aware of. Humanity's very survival is only six minutes away at any time and we are scarcely able to cope with the learning that needs to be done to create a world in which people can actually communicate with each other. Many children who now attend schools do so without any hope that they're going to live out their lives.

Weintraub: What answers do you anticipate that OISE people can offer to those children, their teachers, and to the parents caring for those children? What do you see as the link?

Pitman: We have to start developing mechanisms to distribute the information that we have here. We know a great deal about all kinds of learning. We know a great deal about how people react to one another and treat one another. Unfortunately, so much of this is locked up in the heads of people around here, locked up in publications which don't get very broad distribution, locked up in theses which don't get any distribution at all. I would hope that we can find some mechanisms for getting this kind of information out to teachers and parents and the general public. I'm not at all sure that this can be done just through the print media. In Canada we have essentially handed over the electronic media to advertisers and the commercial world. I think the only way we're going to distribute this information is by working with organizations that are there. It may be through school administrators, it may be through teachers' professional organizations. Perhaps we must also increase our contact with faculties of education right across the province to make sure that the latest we know is in the hands of the teachers who are teaching the teachers.

We are scarcely able to cope with the learning that needs to be done to create a world in which people can actually communicate with each other.

Weintraub: When you look at some of the debates on education there is a dangerous dove-tailing of certain positions on the Left and the Right. I'm using fairly reductionist terms here, but you see a fair amount of attention given by a diversity of factions, for very different reasons, to taking apart mandatory or compulsory universal education.

Pitman: That's right.

Weintraub: I also see that dove-tailing of positions in the argument that there should be an earlier and stronger link between education and work.

Pitman: I have some real questions about this linkage of children and work. I would like to have a stronger linkage of children and play. I wish we could spend more time worrying about children learning to understand their bodies and developing a commitment to fitness. I can't, for the life of me, see why we should press down on schools with the whole business of work as the central pivot to every child's life. If we really believe in some of the scenarios that relate to our technological society, surely we should be teaching children to serve as volunteers in their communities. I also think much more should be done by the world of commerce and industry in terms of training.

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Weintraub: Do you perceive compulsory education as an oppression that children should be liberated from?

Pitman: Well, I'm not sure that it's the children who should be liberated; maybe it's us that should be liberated. I think that we'd be much more thoughtful about education if it wasn't compulsory. I've never seen any great creativity come out of compulsory military service.

. . . much more should be done by the world of commerce and industry in terms of training.

Weintraub: Well, of course, that's a death industry you're talking about.

Pitman: Yes, we're talking about a life industry, and I have a lot of questions about compulsory education. Of course,

we don't have compulsory education; we have compulsory attendance. I wish we could make that distinction more often.

Weintraub: I just wanted for a moment to go back to something that you mentioned earlier regarding an expanded role for business and industry. In education we have recognized a need to provide anti-racist programs and anti-racist ways of

. . . we don't have compulsory education; we have compulsory attendance.

being in our schools, to confront our failure to meet the needs of native communities, to start valuing girl students in caring and dynamic ways . . .

Pitman: It's all part of social literacy.

Weintraub: Yet social literacy is not on the agenda of the private or the corporate sector.

Pitman: You have to recognize that they are behaving a certain way now without any contact with the schooling system, so in a sense what you're engaging in is a process of bringing them along. I think that between current labor laws and an interactive contact with industry, we can achieve some higher level of shared values.

If you believe in learning through human development, you have to take chances and go for development that brings about contact. If there is contact, you have to have some form of expectation that there will be change.

Right now, what you might call the ideological capitalist society is pretty well

. . . the private sector does support the arts and is influenced by the arts.

in retreat and there is a lot of searching for more humanistic, holistic values. In some cases, the world of business has come quite far along. So the stereotype of the business world as conservative or reactionary and the educational world as small "L" liberal, progressive, and compassionate is too simple a picture.

Weintraub: There's the view of course that business and education act in concert, that education prepares future workers for the next stage.

Pitman: The problem we face in Canada at the postsecondary level is that there isn't very much relevance to the world of work at all. We are, after all, the only country in the Western world that doesn't have a polytechnic or an advanced technological training sector. I think a good part of the debate on the role of business and industry vis-à-vis universities and colleges would disappear if there was an effective sector acting as the bridge between them.

Weintraub: But, alternatively, you often see students at community colleges from working-class homes who have gone through systems that have not provided the liberal arts. These students have not been exposed to the same diversity of literature and science and art as middle- and upper-class children.

Pitman: In a report I did just last spring [for the Ministry of Colleges and Universities, June 1986], I emphasized that there had to be a strengthening of the liberal arts in the colleges. We don't need technology without a human face. There's also a great danger right now that skill development can be interpreted as forgetting about all the generic skills, to say nothing of values and philosophy, and simply training people

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in short-term skill acquisition which will get them a job and then leave them stranded ten months down the line.

Weintraub: In some of the more conservative states in the U.S., the public schools have moved to a top-down, cyclic inspection and mandatory re-licensing of their teachers. What's your reaction to that?

Pitman: Here again I think the motivation is probably destroying the activity. If in fact you're trying to revitalize your teaching community, that is not the way to do it. Provide teachers with opportunities that are exciting and worthwhile, provide them with time. The problem that we have now is that universities and colleges hardly consider teacher preparation at all.

There's an interesting report by Michael Fullan, Michael Connelly, and others [for

Provide teachers with opportunities that are exciting and worthwhile, provide them with time.

the Ministry of Education, Jan. 1987] which perceives teacher education as a lifelong process. They suggest that teachers should be continuously engaged in some form of learning, continuously considering and reflecting upon the research that's going on in their area, continuously looking at their methods—not on the basis of a punitive kind of effort to

embarrass, humiliate, and eventually fire them but on the basis of a positive, developmental perception.

Weintraub: As you speak, one of the images that comes to my mind is a teacher who is dealing with a crowded classroom of 33 children and 14 new curriculum initiatives, gets through her day, her extra administrative duties, goes home and deals with her three or four children there, and begins all over. The idea of lifelong education may have a different meaning to people who have more leisure . . .

Pitman: The problem is that we have a picture of learning as something that happens between 9 and 4, or that children at the age of five learn from 9 to 12 and that once they become a year older they're there from 9 to 4. And they're still there at the age of 16 or 17. This has nothing to do with learning; it has to do with keeping people on ice. We keep them out of the way so that we can all get on about our business. There are other ways we can do this with much less qualified people—and all kinds of activities—and this would allow time to do the kind of thing we're talking about, instead of, as you say, teaching from 9 to 4 and going home and working until 10 at night. I think we have to change the whole style of seeing education. That's where it comes back to this business of compulsory education, as we call it. It's not, it's compulsory attendance.

Weintraub: How do you think of these possibilities in relation to the very visceral struggles that we've recently witnessed around public education and the extension of funding to Catholic school systems?

Pitman: The position I have always taken on the separate school issue is, can we walk past the whole legal business? From a constitutional point of view, the argument was very good on the side of the separate schools. But it also seemed to me that separate school students were not getting the same options and opportunities as

students in the public schools. From all points of view, to send out hundreds and thousands of young people, many from

. . . separate school students were not getting the same options and opportunities as students in the public schools.

immigrant families, many from lower income families, with less skill and less knowledge than young people who had been in public schools, was just bad policy.

Weintraub: What about the countervailing argument that we're moving very rapidly to a three-tiered system—one for Catholic students, a second for those whose families can afford to buy their way into private or elite education, and a third for those kids who are left over, and with barely enough of a tax or funding basis to hold the public education system together?

Pitman: I really don't think the public school system is falling apart. I think the separate schools are going to be more like the public schools, and to some extent the public schools are moving in the direction of the separate schools. I don't see this great dichotomy. Therefore I don't think it will leave a kind of educational slum for those who start off in the public schools. Education is becoming more and more a public issue. That will undoubtedly free resources. I think we've bottomed-out of this deprivation of education. Look what's happened to the universities and the colleges just this year. That's not what keeps me awake at night.

Weintraub: Does OISE's existence keep you awake at night?

Pitman: Actually nothing does. My wife will guarantee that. But I am concerned about OISE's existence, yes. I came here with every expectation that I would be a part of an institution that was free-standing, that had its own board of governors representing OISE's clients—trustees, administrators, teachers—as well as the internal OISE community. I assumed I was coming to a community that received its resources from the Ministry, not through Simcoe Hall in the University of Toronto.

I think that OISE can much more effectively serve the schools and teachers as a free-standing institution associated with a major institution, like the U.of T., and with a commitment to undergraduate teacher education. It is an Ontario institute, not a Toronto institute. It seems to me that OISE should have much clearer connections with faculties of education, universities, and colleges around the province. It should be seen as a provincial resource.

Weintraub: When you say free-standing, are you also talking about degree-granting in its own right?

Pitman: Ultimately, that would be my preference. However, graduates, let us say, from the University of Western Ontario might take some OISE courses and some from Western's own Faculty of Education and end up with a University of Western Ontario graduate degree. That wouldn't bother me. I'm not very interested in paper qualifications, quite frankly. As long as we have the resources to continue to do good work, whether it be graduate

Being able to grant degrees would enable us to negotiate —to use the Ottawa jargon—on even field with other universities.

teaching or research or field development, the question of jurisdiction doesn't bother me. But being able to grant degrees would enable us to negotiate—to use the Ottawa jargon—on an even field with other universities.

Weintraub: I hear in your answer implications for the field centres. Do you see them having an expanded role?

Pitman: Not in the sense of more and bigger but I certainly see them as interacting with universities in their own areas.

Weintraub: Obviously, we don't have time to go through the whole world of education but OISE certainly has a strong international reputation . . .

Pitman: It's ironic that OISE has more of an international reputation than an Ontario reputation. And that's, I suppose, a rather Canadian trait, certainly in the arts. However, I think the international reputation enhances our position enormously because it puts us in contact with the research and development that's going on elsewhere in the world.

Weintraub: What do you imagine will be the grimmest aspect of your job here?

Pitman: Grimmest? I hope there is nothing grim about OISE. There will be a number

This place really is a treasure, a jewel in the crown, and should be celebrated rather than run down and diminished.

of difficult things to do. The budget is very much a problem and there is, of course, the ongoing struggle to convince the government that this place really is a treasure, a jewel in the crown, and should be celebrated rather than run down and diminished. □

Bruce Curtis

Should disobedient students be beaten at school? The opinions of educational administrators are divided and so are those of parents, teachers, and others. The English House of Lords voted by a majority of one in the summer of 1986 to abolish the use of the cane in English schools. In Toronto, the Metropolitan Toronto Separate School Board—Canada's largest—recently voted to follow the Toronto Board of Education in abolishing corporal punishment.

Yet corporal punishment retains its vocal supporters. Many Ontario school boards still sanction its use. In many parts of the United States both proponents of "tough love" and supporters of the religious right urge the necessity and goodness of the physical punishment of students.

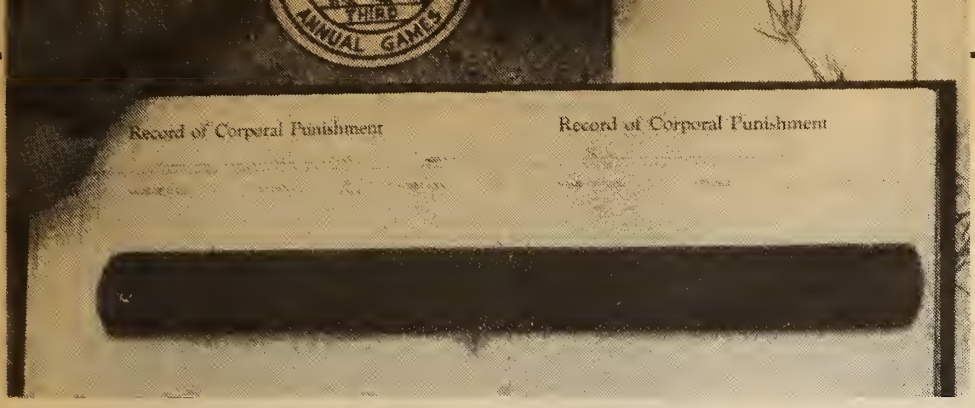
This ongoing debate amazes me. I want to address two dimensions of it here. The first is historical. The second is sociological and political.

Educational Philosophy and Corporal Punishment

Until the middle of the 18th century, practical educators and educational philosophers regarded corporal punishment as both necessary and good for students. Richard Mulcaster, tutor to the first English princess Elizabeth, claimed in the 1580s that if teachers and parents wanted to have their "willes" with children, then "my ladie birchely must needes rule," at school as much as at home. Mulcaster argued that the *public* punishment of students was good for wrongdoers, since it corrected them, and good for all those who witnessed the punishment of wrongdoing as well, since they would see its consequences. John Locke and his contemporaries from the late 17th century maintained that corporal punishment was often necessary, but that teachers should attempt to minimize its use. Locke repeatedly argued himself that reliable obedience would not be produced by punishment, but rather should be something implanted in students in the form of positive principles. Several of his contemporaries insisted that the way to minimize punishment at school was to provide interesting, varied, and energetic instruction.[1]

Jean-Jacques Rousseau's *Emile* (1762) presented a radically different conception of educational punishment. Rousseau argued that the educational process should be designed in such a way that punishments would appear to the student as the natural consequences of certain kinds of acts, and not as things applied externally or artificially by the educator. The student

Bruce Curtis teaches Sociology at Wilfrid Laurier University. His Building the Educational State: Canada West, 1836-1871 *is forthcoming from the Falmer Press.*



ON SCHOOL VIOLENCE

who broke things would be deprived of the things broken. The student who lied would be disbelieved in the future. The student who opposed the process of education would be ignored. At the same time, Rousseau emphasized that sound education necessarily involved constant, rich, and exciting instructional activity.[2]

With the rise of experiments in mass education from the end of the 18th century, many educators undertook to eliminate entirely the use of corporal punishment. In the early monitorial schools designed by Joseph Lancaster in London, a range of devices from report cards to public humiliation was employed to punish disobedient students, while constant activity was intended to minimize the opportunities for disobedience. The Scottish educators David Stow and James Pillans claimed to have completely eliminated physical punishment in the schools they ran. Other influential educators, such as Samuel Wilderspin, James Wood, and Robert Owen, claimed that it was impossible to avoid the corporal punishment of very young children. Even they argued, however, that corporal punishment was a poor substitute for more "humane" means, such as social disapproval.[3]

In the early monitorial schools designed by Joseph Lancaster in London, a range of devices from report cards to public humiliation was employed to punish disobedient students . . .

In the *Report on a System of Public Elementary Instruction for Upper Canada* which Egerton Ryerson produced in 1846, the question of "discipline" received considerable attention. This document was the governmental "position paper" on the basis of which the Ontario public school system was legislated. Ryerson repeatedly drew attention in his *Report* to the example of European—especially Prussian—schools, in which corporal punishment had been largely abandoned. He adopted two common but contradictory positions with respect to corporal punishment.

First, Ryerson argued that what we would call educational psychology had unlocked all the secrets of individual social development. Hence it was possible—and desirable—to develop an educational system which would heighten and enrich the life of the individual. Sound education would develop all of our best human qualities, and moreover, it would do so in a way that would be experienced as pleasurable. Since we know the natural order of individual psycho-social development, Ryerson argued in effect, we should be able to develop an educational system which would simply follow this natural order, strengthening and enriching our abilities as these unfolded. Educationally speaking, corporal punishment would be unnecessary in such a system.

At the same time, however, Ryerson repeatedly stressed that education should teach people to obey their social superiors, to respect private property, and to accept and be content in their social class position. To do this educationally meant that students should be *governed* by teachers. However, Ryerson regarded corporal punishment as an inefficient means of making students obey. He argued repeatedly that other means were more effective and efficient. As he put it in a public speech in 1847, "The conscience is an infinitely better disciplinarian than the rod." Ryerson argued that trained teachers could govern students at school best by emotional means: by approval and disapproval, by affection and the withholding of affection, by privileges and the removal of privileges, by giving out things like merit cards, prize books, and report cards.

Ryerson's position on corporal punishment is echoed in the writings of all later official Ontario educators. School manuals from the 1850s to the 1980s echo the proposition that good teaching can eliminate corporal punishment by replacing it with other, more effective means, while insisting that students be taught to obey existing authority. What has changed in the last 130-odd years is that now increasingly we hear it argued that emotional means can *completely* replace physical punishment at school. Even those 19th-century writers who opposed corporal punishment argued that some students would not respond to emotional punishment and some offences deserved physical punishment.[4]

Education, Power, and Punishment

To some people, I'm sure, this reads like another educational success story, another chapter in the long march toward the "good" and "humane" society. Beating people is bad, is it not, so not beating people at school must be good.

I certainly don't agree. The debate over corporal punishment amazes me not because I want to say either "Yes, students should be beaten" or "No, students shouldn't be beaten." Corporal punishment is simply *a means to an end*. The insistence by many people that corporal punishment is bad reads to me like an argument for *a different means to the same end*.

I don't think there is anything inherently evil in corporal punishment. Emotional punishment is much more forceful, durable, and insidious than physical punishment. Those who support corporal punishment in school frequently argue that it works because humiliation and shame attach to it.

School manuals from the 1850s to the 1980s echo the proposition that good teaching can eliminate corporal punishment . . .

The debate over corporal punishment amazes me because I think participants in it tend to talk glibly about *means* without paying attention to the far more important questions of *ends*. I think that the public school system in Ontario and public school systems in capitalist societies in general are institutions of social violence. If one takes this position, then it is idle to debate which means of violence we would best like to apply to students.

Violence and Violence

Sociologists of education from the most conservative to the most radical agree that the central function of public education is the preparation of students for adult roles. This means, practically, equipping students with senses of self (identities) appropriate to their future roles as citizens, workers,

Photo: Records, Archives and Museum, Toronto Board of Education

and parents. In Canada and all other industrial capitalist nations, this means equipping the majority of the population for low-skilled, low-paid, service and industrial jobs. It also means equipping a considerable portion of the population for long-range unemployment. Most students are destined for such jobs (or for the lack of a job), and the educational process consists largely in convincing them that they are unfit for kinds of social participation that would be more interesting/prestigious/or influential. Most people think that education equips students to be upwardly mobile. It doesn't and can't. In a society characterized by structural inequality, as is our own, most people simply cannot be upwardly mobile. Most working-class people—as many of them seem to realize—have a much more realistic chance of social success at bi-weekly lotteries than they do through the educational system.

Imagine the social chaos which would result, Paul Willis reminds us, if public schools equipped all students with a firm sense of their unlimited potential, with a fearless belief in their ability to learn, with a desire to find fulfilment and satisfaction at work! People rushing out to find themselves in car factories, to express their artistic abilities while sorting a thousand letters an hour! We don't even have to imagine too actively. The attempts under the impact of the Hall-Dennis Report *Living and Learning* to produce an enriched education in Ontario were feeble and often half-heartedly implemented. Even they were followed by a howling from the business community which blamed the recession of the 1970s on the schools, and which insisted that we get "back to the basics." Practically that means narrowing education ever more closely to a few

The educational system in Ontario—and it is not unique—is a normal process of violence.

abstract work skills and to habits congenial to employers like punctuality, regularity, respect for authority.[5]

The vast majority of students in Ontario do not make it through secondary school to university. Of the cohort which entered grade 9 in 1976, for instance, 65 percent made it to grade 12 and 55 percent got a grade 12 graduation diploma in 1979. Thirty percent of those who entered grade 9 entered grade 13, 21 percent graduated, and 13 percent enrolled in (not attended) an Ontario university. This despite the incessant propaganda about the relation of schooling and economic success, and despite enormously high youth unemployment levels in Ontario.[6]

The educational system in Ontario—and it is not unique—is a normal process of violence. To convince people that what they are fit for is a life of unrewarding work if they are lucky enough to find a job, to narrow the horizons of successive generations, is a work of incredible but routinely accepted social violence.

Teachers in both the public and separate school systems are placed in an impossible situation. They face the double and irreconcilable demands of treating every student as an individual and keeping order in the classroom. The teacher who is too "nice" will probably be ruthlessly exploited by the students. The teacher who "keeps order" will (at least I hope) feel some doubts about the value of the whole process. And as Valerie Walkerdine has shown in an important recent article, loving your students ferociously usually means attempting to deny the very real violence done to most of them by society in general.[7]

Pleasure

As long as we live in a political economic order which demands the systematic limitation of the horizons of the majority of the population, schools will continue to be violent institutions and the situation of teachers will be fundamentally contradictory. All of this violence is based ultimately on the assumption of material scarcity. "Limited resources," "economic reality," and so on are the forces which are called upon to justify the prevailing educational order.

Anyone can see that in a large sense there is no real scarcity. Invest the $1,000,000,000,000 destroyed annually for military purposes in houses, wells, irrigation projects, clothes, works of art, and so on, and the entire surface of the world would be transformed quickly. But of course some people in the world have an interest in creating and sustaining an artificial scarcity. No one is going to perform 50,000 key strokes a day for the creative enjoyment of it; no one is going to do six spot-welds a minute because the work is self-fulfilling. As long as the educational system convinces some people that such work is what they're good for (and they should be glad to get it!), the problem of order in the classroom will remain.

The attempts that have been made to "manage" students recently are simply repetitions of things tried periodically by educators since 1800. They reappear in educational manuals and Ministry Resource Guides and Teachers' College practica because the underlying problem has remained the same. The propositions put forward in the current debate over corporal punishment simply repeat those made by writers from the 18th and 19th centuries.[8] They have not "worked" in the past and they will not work in the future. They do, however, deflect our attention from the real problem: the role of schooling in the political economic order.

Very broad social structural changes are obviously necessary, in my view, if generally harmonious relations between teachers and students are to exist. The first step is to break the connection between schooling and the job market. We should oppose vigorously all "back to the basics" initiatives. We should reject the notion that schools should be "preparations for life." Schooling is living for the people who undergo it. □

Notes

1. Charles Hoole, *A New Discovery of the Old Art of Teaching School* (London: London University Press, 1913[1659]); John Locke, *Some Thoughts Concerning Education* (Merston: Scholar Press, 1970 [1693]); Richard Mulcaster, *The Training Up of Children* (New York: De Capo Press, 1971[1581]); Obadiah Walker, *Of Education* (Merston: Scholar Press, 1970 [1693]).

2. Jean-Jacques Rousseau, *Emile, or of Education* (London: Dent, 1974 [1762]).

3. Joseph Lancaster, *Improvements in Education as It Respects the Industrious Classes* (London: Darton & Harvey, 1805); Robert Owen, *A New View of Society* (London: Dent, 1972 [1816]); James Pillans, *Principles of Elementary Teaching* (Edinburgh: Adam Black, 1828): David Stow, *The Training System* (Glasgow: Blackie, 1840); Samuel Wilderspin, *On the Importance of Educating the Infant Poor* (London: Simpkin & Marshall, 1824); John Wood, *Account of the Edinburgh Sessional School* (Edinburgh: Wardlaw, 1829).

4. Egerton Ryerson, *Report on a System of Public Elementary Instruction for Upper Canada* (Montreal: Lovell & Gibson, 1847); "On the Importance of Education to an Agricultural, and a Manufacturing, People," in J. G. Hodgins (Ed.), *Documentary History of Education in Upper Canada* (Toronto: L. K. Cameron, 1894–1910), Vol. VII, p. 148. See also Bruce Curtis, "Preconditions of the Canadian State: Educational Reform and the Construction of a Public in Upper Canada, 1837–1846," *Studies in Political Economy* (Winter 1983), pp. 99–121.

5. Paul Willis, *Learning to Labour: How Working Class Kids Get Working Class Jobs* (Westmead: Gower, 1977). Compare Oswald Hall & Richard Carlton, *Basic Skills at School and Work,* Ontario Economic Council Occasional Paper No. 1 (Toronto, 1977).

6. Ministry of Education for Ontario, *Education Statistics, Ontario, 1984* (Toronto, 1986).

7. Valerie Walkerdine, "Progressive Pedagogy and Political Struggle," *Screen,* 27(5) (Sept.-Oct. 1986), pp. 54–60.

8. See Lyman J. Cobb, *The Evil Tendencies of Corporal Punishment as a Means of Government in Families and Schools, Examined and Discussed* (New York, 1847).

All of this literature is examined at length in chapter 8 of my *Building the Educational State: Canada West, 1836–1871,* forthcoming from the Falmer Press in May.

Toward a New Music Curriculum: PROCESS VS. PRODUCT

Naomi Norquay

Games encourage social interaction, co-operation, and co-ordination.

The following article might best be described as a polemic. Its intent is to provoke discussion in an area much neglected by educators at all levels. The claims made are by no means universal, nor will aspects of the argument be new. However, I feel it is time we opened up discussion on the issues surrounding music education. We need more dialogue in an area of programming which is often approached with hesitance and even scepticism by educators who think they are not well-versed in the field and are overwhelmed by its implications and possibilities.

The basis of my argument is the belief that the elementary school music curriculum excludes the majority of educators from the field of music education because it focuses on product rather than process. Music programs tend to be performance oriented. This situation stems from an attitude toward music which we bring from our own cultural experiences.

What I have to say about music could also hold true for the other arts: drama, dance, and the visual arts. In society at large, we tend to buy the products of the art process: the theatre and concert tickets, the prints and posters, the records and tapes. I am not condemning this since artists obviously need this kind of interaction with "the public." The problem is, we are used to responding to the products of artistic endeavor without understanding the process, let alone taking part in it. This has become the basis of curriculum for music and the other arts: value on product rather than process.

Obviously, one cannot produce a product without going through a process. However, it is generally held in music education that the best process is one that produces performable products. Music educators are caught in the bind of having to teach material that lends itself to performance. School concerts, that curious ritual to which we subject ourselves, exist primarily for reasons of "PR." Sadly, visibility equals fundability in the arts, and most specifically in music education.

I do not doubt that most classroom music "gets done" prior to concert time. This is not the fault of classroom teachers as they themselves are the products of a system that placed priority on the products of music. Looking back on my own elementary school days (in Toronto in the 1960s), I recall once-yearly visits by an itinerant music specialist and the annual preparation of a song to sing at the Christmas concert—and that's about it. (My work as an itinerant music specialist stems from my parents' insistence that I take private music lessons, something I am certain I share with most music educators in the schools today. We work *in* the system, but we are not *of* the system.)

In my travels through Toronto schools during the past six years, I came upon repeated instances where classroom teachers had no music program simply because they were bewildered by the suggestions in the curriculum guidelines. Hard-working, conscientious teachers were telling me they were not teaching music even though they knew it was required of them. One teacher admitted that he did not have a music program because he did not know how to tell if he was doing "the right thing." He went on to say that he could be frank with me about this but that he could not own up to it if confronted by "the powers that be." Another teacher, totally dismayed at her lack of musical ability (even though she had a passion for calypso and an infectious way of expressing it), put all the written materials I left for her up onto a magnificent display board which included the title: Songs We Sing In Room X. She admitted that the display was there because she was being "TPR"ed that year.

These examples do not, in my mind, indicate laziness or dishonesty among classroom teachers. Rather, they suggest that the music curriculum immobilizes teachers because it does not reflect their capabilities and it does not value their own lived experience with music.

Given the paucity of musical experience (of the kind promoted by the curriculum), is it appropriate that we expect classroom teachers to deliver music programs that aim to produce students who are knowledgeable and fluent in the language of classical music? The focus of most elementary music curriculum is on what I call the 'materials of classical music.' Activities centre around teaching concepts of rhythm (this includes rhythmic notation of quarter and eighth notes, etc.), melody (this centres around melodic intervals usually referred to as do, mi, so, etc.), musical expression (including dynamics, tempo, and various musical terms for these), and form (including such things as the classical "rondo").

These materials are taught using a variety of techniques, usually emanating out of very specific use of folk songs, dated "popular songs," nursery rhymes, and so on. The process encourages aural ability to identify these materials and its ultimate intent is to foster the ability to write them down using musical notation. Guidelines present these concepts in ways that suggest that they are easy to master, but in actual fact are only best understood by music educators. (For examples, see the Ministry of Education's Curriculum Ideas for Teachers: *Music In Action*, 1978, and *Music Is*

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The focus of most elementary music curriculum is on what I call the "materials of classical music."

Games children play in the schoolyard can be readily incorporated in the classroom.

Special, Children are Special, 1981.)

The tendency among music educators is to regard the materials of classical music as basic. To them, these materials are the ABC's of music and they believe that adults (especially teachers) should be able to learn them well enough to teach them. There are two problems with this. First, almost without exception, music educators have had formal music lessons as children. Thus they seem to forget that they learned these materials over a period of several years and *experienced* them daily through the process of methodical practice. Second, music educators have typically enjoyed a life-long interaction with classical music, with opportunities to write it, to play instruments, and to listen to it. In addition, they fail to acknowledge that the musical style they espouse originated in the 18th-century European court. They ignore the fact that throughout most of history and for most cultures in the world, music is not written down, that it is an ongoing process by which a culture expresses itself. The value of music goes far beyond its "performability" and its actual musical components.

For the purposes of classroom music, we need a curriculum which can stretch but not tax the capabilities of teachers. It must be one that complements and lends balance to other programs. For its content, we should turn away from the materials of classical music. We must look toward qualities in music which reflect concern for a sense of community, co-operation, aural awareness, spontaneity, creativity, imagination, personal expression, and general well-being. For this, we must turn to the forms of music that reflect our culture. Music curriculum should set out a process wherein these things can be explored and experienced without the pressure of preparation for performance.

What will this curriculum be like? That can only be determined after we take a good look at the role music plays in our own lives, in the lives of our students, and in the general cultural context. This is not to say that the music curriculum should become the voice in the school system for popular music only: we cannot solve the problem simply by turning on the radio. We must look at the context within which we and our students interact with music and incorporate certain aspects of that interaction into our classroom music programs.

For example, I have always been intrigued by the music in the playground. Skipping and clapping games are often accompanied by songs. Long ago I realized that the actual song was the least important aspect of these games. I noted the importance of the social interaction, co-operation, poetic license (employed to give the words more pertinent meaning), movement, and, of course, rhythmic expression. These elements found a prominent place in my own music programs for children from kindergarten to grade 6. By using traditional singing games and making up more games to other songs, I developed programs that highlighted group interaction as well as rhythmic expression and creativity. Musical "skills" (such as singing in tune and keeping the beat) were left to follow their own course within each child. Good singing and a good sense of rhythm can be infectious; children will develop these musical skills in their own time and need not be singled out or made to feel inadequate.

Games children play in the schoolyard can readily be incorporated into the classroom. Some games, like "Stella, Ola, Ola" and "Eenie Meenie Mackeracker," require group participation (see *ROLE CALL,* 8(3), April 1986.) Others, like "A Sailor Went to Sea, Sea, Sea," are done with a partner. Both groupings encourage social interaction, co-operation, and co-ordination. Rhythmic ability is developed because, by their very nature, these games call for numerous repetitions. Most important, the patterns of these games may be repeated with other songs and chants which may already be known to the children.

Television programs and films visualize and dramatize stories. This medium is familiar to all children as it is very much a part of their culture. There is no reason why aspects of this medium cannot be incorporated into a classroom music program. Dramatization of songs and stories offers several levels of interaction and learning. Whether it is a simple "acting out" of "Old Roger Is Dead" or a full dramatization of "Billy Goats Gruff" (including musical sound effects), children will develop social and musical skills and enjoy the chance to be expressive and creative.

For older children, exploration of popular music is feasible. Such a program might also include song writing, choreography, and song videos. Once we start looking at the music in our own lives, I think we will find more points of contact. How and what we experience musically in our culture should have a bearing on music curriculum.

I feel a little bit of trepidation damning what is already very fragile. Music programs have long suffered from chronic underfunding. Music departments are continually besieged with requests for more and more specialist programs in the schools. Lack of money has led to a very thin spread of musical expertise. (Any itinerant who has ever experienced the overwhelming sensation of being in five places at once will understand this problem!)

We are not doing justice to our schools by providing these fleeting and inadequate services. If we insist on a curriculum that is best delivered by music specialists, we must back this up with more funding. I am not all that certain, however, that this is the answer. I advocate a period of reflection for all concerned with music education. We need to think about establishing more realistic goals for music curriculum. We need to find a way to include the people who we expect to deliver the goods to our students. We need to break away from this product-performance mentality and incorporate a more global picture of music into our schools.

At this point, I want to express my concerns that the materials of classical music do not disappear completely. Anyone who attended the Toronto Board of Education's One Hundredth Spring Con-

LETTER TO THE EDITOR

Dear Editor,

In the article "Whither Education?—A Response to the Critics" (*Orbit,* 17/4), Ruth Weir again shows her lack of understanding of current research in the field of reading and literacy. Her basic premise is that "phonics is the method by which children should be taught to read" (p. 9) and in citing this research by Chall (1967) she has effectively cut herself off from the significant research of the past 20 years. In the 1985 National Academy of Education Report entitled *Becoming a Nation of Readers,* Chall in the "Afterword" to the report stated: "Thus, in a recent study on the course or development of reading, writing, and language among middle grade children from low income families, we found that while in the first three grades their achievement fell within the normal range for their grades, beginning with about grade 4, many began to fall behind. However, those who were in classes where teachers stressed the development of comprehension and word meanings, where their textbooks were on a challenging level, and where they were exposed to a wide range of library books, did not decelerate in reading. Indeed, they continued to gain" (p. 124).

Weir implies in her article that students today are less literate than previous generations. The issue of literacy is a very problematic one. Although terms such as illiterate, functional illiterate, and elective illiterate are frequently bandied around in the popular press, researchers find it very difficult to define these terms and to obtain adequate data indicating the numbers of people who can be thus categorized. Most of the research concentrates on levels of education.

The UNESCO report entitled *Adult Illiteracy in Canada* (1983), using 1976 census data, demonstrates clearly that educational levels are increasing in Canada. For example in the age group 15 to 19 years, 1.5 percent of the population had less than grade 5 education, 11.9 percent had less than grade 9 education. In the age group 35 to 44 years, 3.6 percent had less than grade 5 education, 26.9 percent had less than grade 9 education. In the age group 65-69 years, 14.1 percent had less than grade 5 education, while 53.2 percent had less than grade 9 education. My intention in citing these data is not to suggest that we should be complacent about our educational programs. It is apparent that there is a problem in Canada regarding the effective education of many of our young people. However, the literature on literacy shows that it is not a unique problem to Canada but exists in other industrialized countries as well. The problem of undereducation is related to such factors as:

1. the socio-economic status of the parents;
2. the value the parents have and demonstrate toward literacy;
3. the educational attainment of the parents;
4. the changing values of society;
5. the changing literacy demands of society;
6. the changing literacy requirements to enter semi-skilled and skilled occupations;
7. the failure of many schools to employ a range of interesting, stimulating, and challenging language strategies; and
8. the failure to provide adequate resources to help teachers acquire the new information and skills needed to teach literacy in the 21st century.

Unfortunately Dr. Weir's thesis is flawed by a lack of recent research, oversimplification, and nostalgia for the "good old days." Illiteracy and undereducation are not merely educational issues, but issues relating to poverty, values, knowledge, and the effective allocation of resources to the elementary school.

Dave MacNamara (Ed.D.)
Board of Education
for the City of Scarborough

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cert at Massey Hall last May would have caught the wonderful feeling of joy that pervaded that two-hour performance. Whether it was the All-City orchestra (made up of ten- to thirteen-year-olds) playing Tchaikovsky's 1812 Overture or the mass choir (filling the stage and most of the balconies) singing "O Canada," there was an overwhelming sense of purpose, community spirit, and even a little magic.

If you are wondering why I have chosen to close with this endorsement of a performance I can only say that although I do question many aspects of the process that produced that concert, I came away from it convinced that YES! there is a place for musical performance in our schools—when it is used for collective celebration—and YES! educators *do* care about music enough for it to be worthwhile for us to pursue positive steps for change.

There should be room for band and string programs, for performing choirs and ukelele groups. (Here, we must closely look at the processes involved in producing the performance.) However, if we are to turn back the tide of what I call "a-musicality" that seems to have affected the adult population, we must provide music education for children that relates more directly to the music they experience in their own lives. We must learn to value process over and above product and we need to involve classroom teachers in a music curriculum that has meaning and relevance to them as well. □

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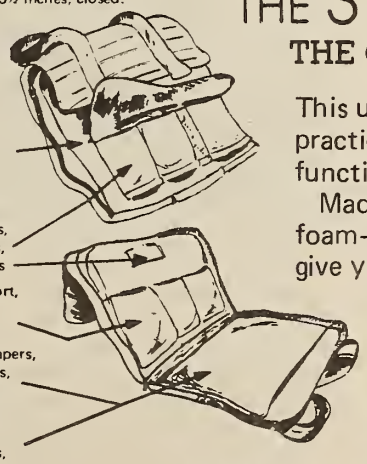

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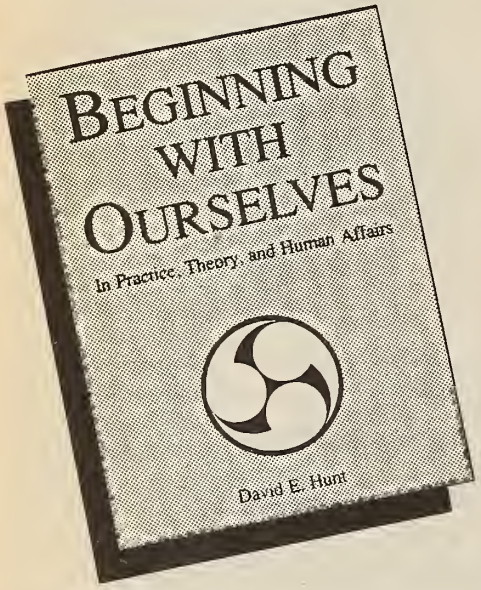
David Hunt



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Most initiatives to produce change in education assume that knowledge about teaching and learning is *outside* the classroom and the school and that it resides in the theory and research of educational experts. This false assumption is the major reason why such efforts fail. Knowledge about teaching and learning is not *out there*, but *in here*—in the heads, hearts, and actions of classroom teachers. Most of you know this, but if you need some "hard data" to support the importance of teachers' experienced knowledge, you might want to consider the results of the RAND study (Berman & McLaughlin, 1978). Reviewing hundreds of initiatives to improve education and carry out staff development programs, the study provides strong evidence that unless such initiatives are based on "teacher-as-expert," they are doomed to fail.

If both research evidence and direct experience support the necessity of accepting teacher-as-expert, why do initiatives for school improvement and staff development continue to rely on the "outside-in" knowledge of experts? Resistance comes from many sources, including from teachers themselves (Hunt, 1987), and it will not be easy to shift the source of change from outside to inside. I believe this challenge calls for specific techniques and tools to assist teachers in bringing out their expertise and sharing this experienced knowledge with one another.

This paper features the C-RE-A-T-E cycle for applying your experienced knowledge and sharing it with your colleagues. Although the tools for beginning with yourself are presented in how-to-do-it, recipe form—for example, how to identify your own learning style (Hunt, 1985)—they will not work if applied in a strictly mechanical fashion. To use them requires that you do so in a spirit of self-inquiry and of self-trust. Without this initial good will, trust, and curiosity, beginning with yourself will not work.

Bringing Out Your Experienced Knowledge

In order to affirm yourself as expert, you need to bring out your expertise and your experienced knowledge—to put your actions into words. In *Beginning with Ourselves* (Hunt, 1987) and in earlier papers, I describe a variety of tools for bringing out self-knowledge and experienced knowledge. These include how to identify your own learning style (Hunt, 1985), how to be your own best theorist and bring out your theories of teaching (Hunt, 1980; Hunt & Gow, 1984), and, more informally, how to bring out your metaphor or image of your teaching. Bringing out what you know and believe about yourself requires time for reflection. In this brief summary, I will consider only bringing out your metaphor in order to apply it in the C-RE-A-T-E cycle.

Bringing out your metaphor of your work sounds mysterious, but it is really nothing more than finding another way to communicate about your teaching. Suppose that you wanted to describe your teaching as being like something else—another occupation, an animal, another activity, a symbol, whatever—how would you describe it? Some teachers finish the sentence "My teaching is like . . ." with words such as a family, a short-order cook, a mountain guide or a prism. Sometimes your metaphor of teaching pops into mind at once; sometimes it takes a while. I use guided imagery in classes and workshops to help teachers connect with their images and metaphors, but this is not essential. In identifying your metaphor, you gain access to your unconscious representation of your work, which is not limited by conscious descriptions in words.

When teachers bring out their individual metaphors, they have established a "language" with which to communicate about their teaching practice. Because teachers do not have their own language of practice, they are often forced to resort to the outside-in language of the experts to describe and discuss their work. Even though only a word or phrase, teachers' own metaphors offer a first step toward finding their own language.

Applying Your Experienced Knowledge: C-RE-A-T-E

For teachers and other practitioners, there is no value in bringing out their experienced knowledge unless they can apply it to their practice. Based on Kolb's (1975) four-phase experiential learning cycle, I developed a C-RE-A-T-E cycle for individual and group application. In the original Kolb cycle, experiential learning begins with (1) Concrete Experience (CE) which refers to the direct apprehension or experience of the event; proceeds to (2) Reflective Observation (RO) where one

C-RE-A-T-E

reflects on the experience and considers its main features; moves on to (3) Abstract Conceptualization (AC) where one makes meaning of these features; and finishes with (4) Active Experimentation (AE) where the interpretation leads to action (as shown in Figure 1).

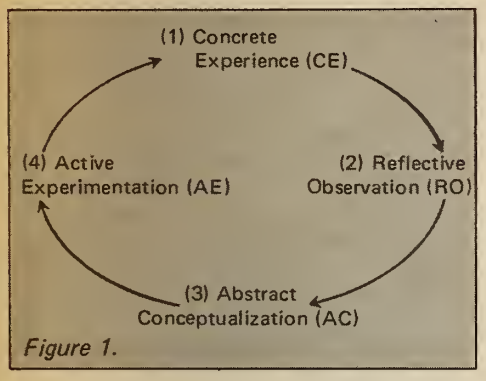

Figure 1.

The C-RE-A-T-E cycle is a five-phase model for practitioners to apply after they have brought out their experienced knowledge, although it might be used alone. I developed it initially for individual use, but as I quickly discovered, it is much more valuable when used in small groups (see Figure 2).

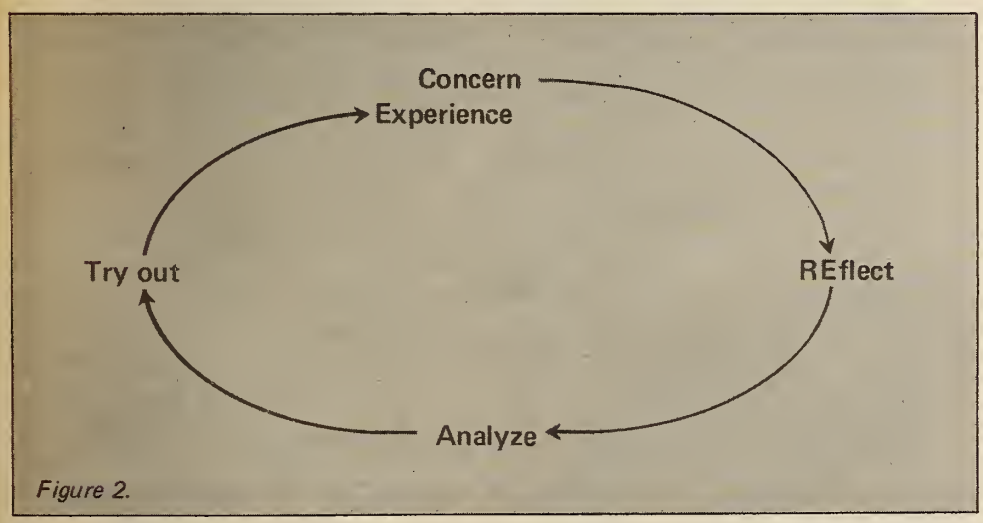

Figure 2.

Following is a summary:

- 1. *C*oncern: state your concern as specifically as possible; it may be communicating with a specific student, preparing a unit, etc.
- 2. *RE*flect: summarize your experienced knowledge including your own theory of teaching, your learning style, your metaphor, etc.
- 3. *A*nalyze: apply your experienced knowledge to your concern.
- 4. *T*ry out: develop an action plan and try it.
- 5. *E*xperience: notice the effects of your action; take in feedback and begin cycle again.

Like any problem-solving model, the C-RE-A-T-E cycle aims to maximize the practical value of your knowledge; when used in small groups, especially when participants exchange metaphors, it provides a tool for shifting perspective, or as George Kelly said, for breaking out of our "hardening of the categories."

When small groups use the C-RE-A-T-E cycle, they begin by each stating their concern, clarifying it as necessary, and selecting one of the concerns to focus on. In a recent C-RE-A-T-E group, for example, participants chose to focus on the concern of one of the group members, a school counsellor, whose concern was what do do about a grade 10 girl on the verge of being expelled for aggressive behavior. At the *C*oncern phase, the others asked the counsellor what she had tried with what results. The *RE*flect phase began with the counsellor describing her metaphor and how it might apply to the concern. Her metaphor was that of a guide, and the implications of this image to the immediacy of the concern seemed limited. Next, each of the group members described his or her metaphor and how it would apply. What wisdom did it contain? What action would it indicate? One of the group member's metaphors was that of a magician who kept plates spinning in the air through continual effort and energy. It was an image of immediacy which seemed to contain relevant knowledge.

Therefore, the counsellor chose this metaphor and the group proceeded to the *A*nalyze phase where they considered specifically how the metaphor applied. This phase was closely linked to the *T*ry-out phase where they developed an action plan. The counsellor tried it out the next day, and on the following week reported the *E*xperience which was quite successful. This example is very compressed, emphasizing the metaphors rather than the other forms of experienced knowledge, but it illustrates the practical value of metaphors and metaphor exchange.

The C-RE-A-T-E cycle is certainly not completely new. Counsellors will see its similarity to many counselling models which prescribe beginning with the client's concern, reflecting, and so on, while teachers will see it as quite similar to various models of problem solving and inquiry which state the problem, consider alternatives, and so on. However, in these initial group sessions, practitioners have found it applicable to many situations and very energizing. As one colleague commented:

"I have shared the CREATE cycle with family members, and even if one leaves out the technical terms, the cycle is still practical and effective. If one applies the CREATE cycle, then one helps to CREATE a new relationship through the art of CREATIVE response. If one lives out the CREATE cycle, then one is RE-CREATED in the process."

Beginning with ourselves is a large topic to summarize in two pages, but I hope this sampler has given you a little flavor of the spirit and substance of this inside-out approach. When educators begin with themselves, they will (1) become more confident, empowered, and liberated; (2) improve their communication with each other so that they become mutual resources; and (3) develop a personal basis for initiating change. Try it, you'll like it. □

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What is FIELD DEVELOPMENT at OISE?

Berkeley: What brought you to Canada, Chris, and to OISE?

Nash: Well, I had just finished my Master's degree in the U.K. and the chap I happened to be engaged to was already over here doing a Master's, so I came. I left after a year with no intention of coming back, but we did return two years later. I came back specifically to Sudbury because I liked Sudbury; I had been a psychologist there and I was offered a chief psychologist's position. After three years in that job, I felt I had learned a great deal but I was missing contact with other people who were really thinking about psychology, especially with academics. I was without an adequate intellectual network. I had a chance to join OISE—initially for a few months as a temporary research officer at the Midnorthern Centre. Luckily, a vacancy became available as a project director.

Berkeley: So your initial involvement with OISE was through field development. And now you're moving on. What is your job going to be at the University of Guelph? And why are you leaving OISE?

Nash: My job at Guelph is simply an extension of field development, but within a university. I'm to be the Director of the Office for Educational Practice. The Office, I think, is unique in Ontario in that it is a well-resourced office for the support of instruction within the university. It includes all of the usual audio-visual services, and is responsible for developments in what I believe is one of the best software packages to support both instruction and evaluation computers (VITAL).

The Office also has cross-appointed to it some of the best teachers in the university. These people, both faculty and staff, are part of an instructional development group.

Up to this point, the Office for Educational Practice has been mainly a responsive organization within the university; people come in wanting some assistance with a particular teaching problem and Educational Practice tries to help. (That, incidentally, was the way field development was when I joined it, for most people anyway I think.) The Office is now at a transition point, and I feel it has a role to play as Guelph works to implement an important new document. This is *Towards 2000,* which was produced at Guelph and which is something I can respect in the way of a statement. *Towards 2000* raises very concretely specific issues about the quality of university education and about the need to improve instruction.

Berkeley: Are you disappointed with field development at OISE?

Nash: Not with field development. I think, in fact, I'm going to Guelph because I recognize that if I can use what I've learned in field development then I can do something very positive. I feel that the best things we've done in field development are absolutely the best, not only in Ontario but, from what I've seen, across Canada. We have something in field development that we don't really appreciate from within—and that's a little bit of my reason for leaving. The other thing is, of course, that I've spent 14 years travelling from Wawa to Mattawa and Hearst to Gravenhurst and there's a limit to how long you can go on doing that and remain really effective, either intellectually or physically.

Berkeley: What's the model for field development at OISE? Some people think that what we have are mini-OISE's scattered around Ontario and other people think that the field centres just disseminate or apply and refine what's done downtown.

Nash: Well, the model we are coming together with now after almost two decades involves the development of procedural knowledge, which is different from just applying theories. The theories are good but as Kurt Levine said there's nothing as practical as a good theory. The mandate of field development is to improve the quality of Ontario education. We have come up with better ways of teaching, ways which can be related to the theoretical models. I'm not denying the value of work that takes place at OISE; Robbie Case's theoretical development has been immensely useful to many of us. The kind of work that Carl Bereiter is doing . . . there are so many people who are doing very, very good work.

But the point of field development is not to get out there and set up a bookstore, to push products. We need to know about the products and we certainly recommend them but we are not just "dissemination agents." Our main function is to work with how better to do things in education, whether that be in administration or in the classroom or in special education. I think field development itself has learned a great deal from the viewpoint of grounded theory and has in fact produced a reasonable amount of theoretical knowledge.

Carl Bereiter once asked what was the difference between a field development person and a reasonably good schoolboard consultant. The job of the schoolboard consultant is to solve the immediate problem—the kid who isn't fitting into the program and needs something special, the teacher who's trying to teach a particular little piece of something and it isn't quite working. Schoolboard consultants are

Chris Nash is former head of the Northeastern OISE Field Centre. She is currently Director of the Office for Educational Practice, University of Guelph. Dr. Nash was interviewed for Orbit last summer. Heather Berkeley is Editor of Orbit.

neither paid nor trained, generally, to keep track of long-term or even short-term effects. I think the point about field development is that we start from a reasonable basis in up-to-date and/or useful theories. We move toward a procedural knowledge, a how-to, an ability to format, and then we make sure that whatever we do is evaluated.

Berkeley: Where could field development improve at OISE and what would it need in order to do that?

Nash: One of the things it would need is certainly more human resources. It's not a matter of money, we've always been able to haul in research funding. But once you haul in research funding or even development funding you're stuck with the project you've hauled the money in for. At the moment, field development people are nominally cross-appointed to a department here at OISE. It seems to me that reciprocity would be very interesting. If most faculty members in here—barring perhaps the actual administrators and chairpersons who have a heavy load—were nominally cross-appointed to a field centre so that there was at least an amicable relationship and a communication going on, things would improve. We have funds to enable faculty from here to go and work in the field and I think that through cross-appointments those funds could be used far more sensibly than they are now. At the moment, a school board may ask Professor X to go out and do a PD day and Professor X has no idea perhaps of the futility of doing certain kinds of things. Field centre people do surprisingly few professional development days, mainly because we have seen how ineffective they are. When we do them, we do them specifically, simply as an interest arises. We don't do them because we think we're going to solve anybody's problem. They're just a PR job.

Berkeley: Do teachers in northern Ontario treat the field centres and the central OISE as different institutions?

Nash: I think that's a fair way of looking at it. But a lot of the teachers tend to come to us for a link in.

Berkeley: But not all of them?

Nash: Not all of them, no. Some have their own networks, but for the most part they see us as a way into central OISE. There is also still a perception out there that OISE in Toronto is largely theoretical and that you go there to take your courses and that's that.

We have a different attitude toward graduate instruction in the field centres. We believe that there is a developing body of procedural knowledge and that graduate courses, if they are to improve the quality of education, should focus on those aspects of work with teachers. So we often focus our graduate courses differently than is done down here. I don't think there is anyone out in field development who seriously believes that teaching a theoretical course—whether it's on Piagetian theory or even on a robust theory like Robbie Case's—would in any way effect what happens when the teachers go back into their classrooms.

Berkeley: How would you effect that?

Nash: By teaching them specifically better ways of doing what they do in the classrooms and of collecting data about it. This isn't like the teacher training year when you're learning survival techniques; this is when you learn the actual curriculum development and curriculum maintenance skills. And that's what we've become very good at doing out in the field, teaching teachers to collect data. In our courses, we encourage them to collect and analyze data on the effects of their teaching, to collect and analyze data on where their students are before they start and where they are when they finish.

Berkeley: You alluded earlier to certain things that OISE's field development program has done excellently. Could you mention a few of these areas where you think we are unsurpassed?

Nash: I think we are unsurpassed in our collective knowledge of how to plan and carry out educational change. The manual that the field development centres have put together [*Planned Educational Change: A Manual of Curriculum Review, Development, and Implementation:* OISE Press, 1986] is certainly, to my mind, unique in that area. We've learned a great deal about how the system in Ontario really works. We have a very good understanding not just of the politics inside the Mowat Block but, what's more important, of the politics of what happens when you go from that government building out into the field.

But we also know how to teach the more complex objectives—not just how to get facts into kids' heads, but how to teach even quite slow children how to make significant decisions related to their lives. And we know how to assess that, how to teach it, how to teach teachers how to teach it. As I look around at what's available elsewhere, including a lot of stuff in the States and Great Britain, I'm constantly amazed at the very low level materials being published in very glossy form by very reputable publishers, when we really do know how to do things much better. We know a great deal about improving literacy and yet with the manpower we have, it is practically impossible to get very much of that across. It's not something that you do in an hour on a PD day, it's something that you need a commitment from the school systems for many hours of teachers' time and that means many hours of time from people in the field.

Berkeley: Those successes, can they be attributed to a good selection of individuals in the field centres or is there partly something about the system that we've set up here in Ontario?

Nash: The system is without doubt a very important factor. I don't know of any place else where you have full-time academics whose sole job is to work with the systems in research or development, where we are able to go into virtually any school. When field development people go into schools, they're not looking for subjects for research. What they are looking for is simply first-hand knowledge in order to resolve a problem. I can go into quite a number of schools and know who the janitor is, know who most of the teachers are, know the principal. We know the directors of education and the people in the government ministries, and that network is invaluable when you're trying to identify problems.

Berkeley: Do you think that by and large the faculty here at the downtown OISE approach their research in the same way as professors in an ordinary university?

Nash: To some extent, yes, but you can't really blame them. If you look at our promotion and tenure procedures, you can see that it has been very difficult even to find criteria for what would count as good field development work. If the requirements are to publish and do lab research, then you're not able to do the kind of thing we do in the field. Field research is not lab research and to pretend that it is is simply to invalidate the whole operation. But you take a real risk intellectually and academically when you come out and say that. What we've done very well is to develop different kinds of methods for collecting data and for doing research.

Berkeley: When *Orbit* was started, it was designed to play a role in field development. Do you think it has succeeded?

Nash: Yes, I think it has, and I'm not just saying that because you're interviewing me. I've found, and I think other people in field development have too, that if you really want to get information out to teachers, *Orbit* is probably the best way to do it.

I remember back about 1974 when I had done a small scale evaluation within a kindergarten and we published a piece in *Orbit* about it. I was looking for people to field-test a further refinement of the material. We had 284 replies from teachers, and of those I think 170 became actively involved in the development process. As a result, I was able to accumulate records of over 3,000 children and ultimately that became *The ECHO Kit* (Early Childhood Identification Through Observation). *Orbit* is a very good way for teachers to stay informed. Sometimes it gets lost before it gets to the right people; somebody sees something interesting and snatches the copy, like any other magazine. But I feel it's probably one of the more valuable things that's done in the Institute in terms of communication. □

Teaching About Bias Against Natives

Donald Power, Delores Wawia, and Harold Linklater

It is from unexamined biases that stereotyping, prejudice, and discrimination follow. In 1967, research into the problem of bias in school textbooks was undertaken by Garnet McDiarmid and David Pratt of the Ontario Institute for Studies in Education. The search was co-sponsored by the Ontario Ministry of Education and the Ontario Human Rights Commission. McDiarmid and Pratt studied 143 social studies texts authorized for use in Ontario schools. The results of the research were published in *Teaching Prejudice* (1971) where it was shown that in the approved textbooks there was positive bias toward Christians and Jews, and negative bias against Natives, Blacks, and Muslims (see O'Neill, 1984).

In 1974, a textbook evaluation was done by the Manitoba Indian Brotherhood, and ten types of bias were used for assessment purposes. Later, Verna Kirkness (1977) described these forms of bias in an article entitled "Bias about Indians in Textbooks" (see Table 1).

Table 1/Ten Types of Bias

1. Bias by omission: selecting information that reflects credit on only one group, frequently the writer's group.
2. Bias by defamation: calling attention to Native persons' faults rather than their virtues and misrepresenting their nature.
3. Bias by disparagement: something that lowers a thing or person in worth or importance; denying or belittling the contributions of Native people to Canadian culture.
4. Bias by cumulative implication: consistently creating the impression that only one group is responsible for positive developments.
5. Bias by (lack of) validity: failing to ensure that information about issues is always accurate and unambiguous.
6. Bias by inertia: perpetuation of legends and half-truths by failure to keep abreast of historical scholarship.
7. Bias by obliteration: ignoring significant aspects of Native history.
8. Bias by disembodiment: referring in a casual and depersonalized way to the "Indian menace" or representing the annihilation of Indian culture as part of the "march of progress."
9. Bias by (lack of) concreteness: dealing with a race or group in platitudes and generalizations (applying the shortcomings of one individual to a whole group). To be concrete, the material must be factual, objective, and realistic.
10. Bias by (lack of) comprehensiveness: failing to mention all relevant facts that may help to form the opinion of the student.

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The distinctions between these forms of bias are fine, and there are similarities between them. When evaluating textbooks using the forms of bias identified by Kirkness, it is not necessary for evaluators to always agree on the type of bias associated with a passage. The important consideration is that they arrive at a conclusion that there is, or is not, identifiable bias in the writings reviewed.

In our work with student teachers, we have found that some have been reluctant to face the problem of dealing with bias against Natives while others recognize it as an injustice. Some of their responses are indicated in Table 2.

After the publication of the McDiarmid and Pratt research in the early 1970s, the Ontario Ministry of Education took a particular interest in monitoring textbooks to screen them for bias. In a recent publication, the Ministry (1980) has given suggestions to authors and publishers to assist them in identifying and avoiding racial, religious, and cultural bias and prejudice in textbooks A comparable guide for teachers and students, with checklists for the evaluation of bias in learning materials and other exercises for classroom use, would also be a valuable teaching aid. Such a document could be circulated by the Ministry as a curriculum resource guide document. Educational considerations, and possible learning activities which might be included in such a resource, will now be considered.

Students can be taught how to do evaluation coefficient analysis (ECO). For instance, the ECO analysis formula* can be applied to excerpts like the following:

"Living among the Indians was at best

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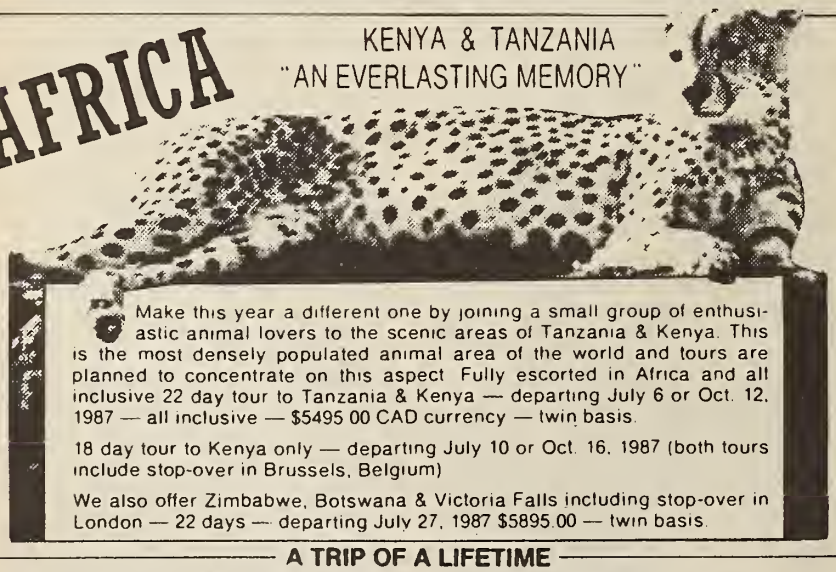

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Table 2/Some Student Teachers' Reactions

1. "Don't be too sensitive": It may be true that Indians, in certain circumstances in the past, were treated badly; however, we are not responsible for that. Because of past discrimination, they see bias in everything written about them. They shouldn't be so sensitive, and teachers shouldn't be so sensitive as to draw attention to this.

2. "Entertaining reading": If the authors of textbooks are to maintain the interest of school students, the authors have to write in entertaining ways. Texts would be dull if biases were removed from them, and students would lack motivation to learn.

3. "Don't distort history": Since the Natives acted in a savage manner against the settlers, the truth should be told. History should not be falsified to please the members of a minority group.

4. "Accentuate the positive": If teachers draw attention to biased statements against Natives, this will only cause bad feelings in students and make them feel unhappy. This can also lead to an increase in tensions in the school. It is better to avoid discussions about bias and make the students content.

5. "The chain reaction": Once the members of one minority group begin to complain and say that school texts should be rewritten to remove bias against them, then other minority group members will also pressure for the same treatment.

6. "Eradicate the bias": There are obvious biases against Natives and other cultural groups in schoolbooks. These unfair statements should be pointed out by teachers, and students should learn how to identify bias and deal with it.

extremely uncomfortable, at worst extremely dangerous. Yet, filled with the zeal of the Counter-Reformation, these priests were dauntless. Every year the Jesuits sent a report of their work and the colony's progress back to France. . . .

"The heroic years from 1608 to 1663 were precarious ones for the colony. It suffered neglect and indifference from France and almost constant siege from the Iroquois. But somehow, with its 2,500 settlers spread out in a thin line in the areas surrounding Quebec, Three Rivers and the most dangerous outpost of all, Montreal, it survived." (Cook & McNaught, 1963)

In applying the ECO analysis, five unfavorable terms are used with reference to Natives, and five favorable terms are used to describe the Jesuits. The number 50 is the point at which there would be no bias either for or against the subjects studied. Numbers above 50 indicate positive bias, numbers below, negative bias. The scores for the above excerpt are: Natives = 0 and Jesuits = 100. (To use the ECO analysis effectively, there should be a minimum of ten evaluative terms assessed in relation to any subject studied.)

Some labels are exceedingly powerful in the messages carried with them, and ethnic or racial labels are within that category. The label "Indian," for example, often carries with it messages of hostility and ignorance—messages carried forward from prejudices of the past. A way of minimizing bias associated with a label is to change it to another which is less derogatory—to substitute "Native" for "Indian." Thus bias can be minimized by referring to those who are Native teachers, artists, political leaders, etc.

Students can be taught to consider alternative ways of responding to biases expressed by other students. If, for instance, a Native student is called a name which is a racial slur, such as "savage" or "squaw," the Native may respond in the following ways:

1. *Pretend it's not happening:* The outcome of this could be feelings of frustration and lower self-esteem. On the other hand, "silent contempt" for the slur given could have a positive effect.

2. *Verbal retaliation:* The Native student could respond by calling his/her attacker a derogatory name in return. The effect of this might be to relieve feelings of frustration and to increase self-pride, but it might also result in the attacker responding with another insult leading to a vicious circle of recrimination.

3. *Physical retaliation:* If the Native punches the name-caller, there could be satisfaction in having righted an insult; however, the name-caller might become more entrenched in prejudice in seeing Natives as a violent people.

4. *Educate the offender:* The Native student could tell the attacker that the term used is offensive because it demeans a whole group of people—Native people who have contributed to the development of this country. The result of this is that the Native may have a more positive self-image, and the name-caller might see him/her as an exception to the stereotype about Natives.

5. *Discuss it with a teacher:* The Native student could discuss with a teacher the feelings of frustration, anger and helplessness about trying to get the attacker to overcome his or her biases. Through discussion, the student can learn that it is right to have negative feelings about being victimized through bias, and that he/she can have some control over the situation in order to prevent it from happening again.

On the issue of name-calling in school, it is significant to note that all students have a right to appeal for recourse through the Ontario Human Rights Commission. In a recent human rights investigation, Dr. Granville A. DaCosta, a psychiatrist with expertise on the effects of racism, testified that, given the sociological perceptions of racial slurs, name-calling is necessarily injurious unless "the parties tacitly agree to use the names in a relationship based upon equality and mutual respect" (Armstrong, 1984). If Native students take exception to name-calling based on race, they have a right to have it stopped by school authorities or investigated by the Ontario Human Rights Commission.

When teachers encounter bias against Natives in the school curriculum, four alternatives are suggested. First, there is the ostrich approach—ignore the biases and pretend they are not there. Second, take an active approach and identify biased materials for students. Teach them awareness of biases found in authorized books, and show them how to detect them. Third, go beyond the biases, and teach students about the contributions that Natives have made and are making to Canadian society. There are, for instance, hundreds of beautiful Native place names in this country, and students can learn to use maps to locate them. And, fourth, there is the option of developing curriculum units in Native studies to increase students' general knowledge and understanding about Native culture. Each one of the four approaches has value in teaching, at every age level, depending upon the context of the situation.

The findings of McDiarmid and Pratt, the Kirkness criteria for detecting bias, and the Ontario Ministry of Education booklet of suggestions for authors and publishers are important advances in combating traditional biases found in schools. Based on these advances, we suggest that the Ontario Ministry of Education authorize a curriculum resource guide, with information and student exercises, to ensure that the work of detecting and diffusing biases against Natives and other cultural groups is carried on. □

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$ECO = \frac{100 \times Favorable\ Terms}{Favorable + Unfavorable\ Terms}$

OPTICAL DISCS IN EDUCATION

J. Marshall Mangan

Optical discs; video discs; laser discs; compact discs; CDs; CD-ROMs. All of these terms refer to different versions of the same technology, a technology that is making big waves in home entertainment and computing, and which may also have some profound effects on education. As this technology is developed, research into its applications in education is also moving rapidly, and important aspects of this research are taking place here in Ontario.

Optical discs, the generic term I will use in this article, were developed during the mid-1970s, partly in response to the continuing demand for more and more dense storage of digital computer data. Although conventional magnetic media such as tapes and disc packs have had their capacities doubled several times since the earliest devices of the '50s, there are limits to this kind of condensation. In order to install the massive databases needed by some applications, users had to have either rooms full of disc drives, or a new way of storing data.

Among the various schemes that were tried, lasers emerged as the most promising, because their non-diffusing light beams could be focused to an extremely fine point. In the application that has become the present standard, a high-energy laser is used to burn microscopic pits into a surface, thereby "writing" the digital data, and a low-energy beam is later reflected from those pits to accomplish a "reading" of them. This reading and writing with light beams leads to the term "optical discs." Using this technique, literally billions of bits can be stored on a platter the size of a vinyl LP record.

The platters themselves are made of a metal alloy, into which the pits are inscribed. The platter is then coated with a thin, tough, clear plastic skin which protects it from damage. Ordinary ambient light passing through this coating is refracted by it, and bounced off the data pits, giving the discs their characteristic "rainbow" surface appearance.

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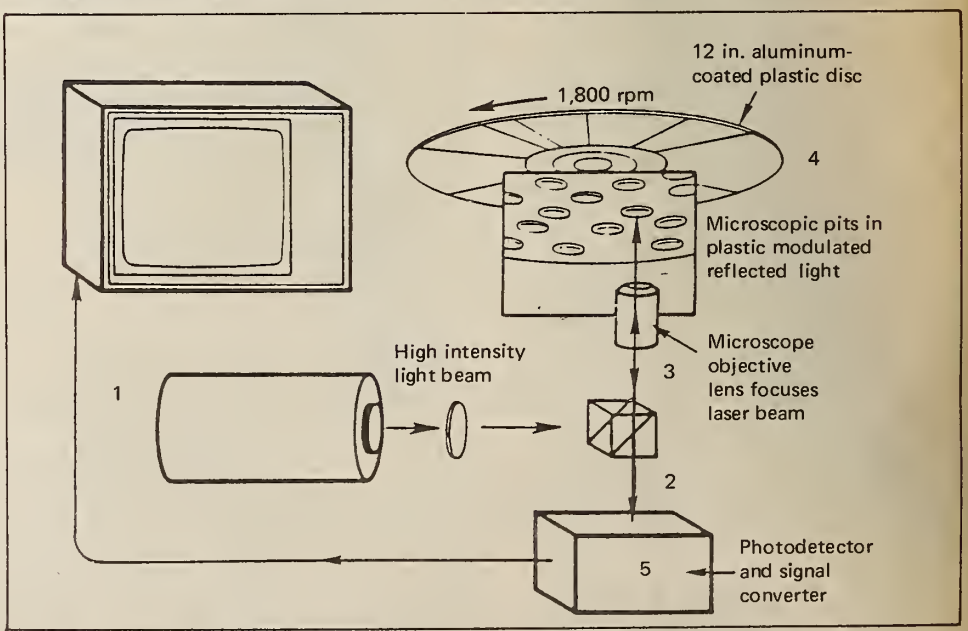
I won't say much more about the technical details here, as there are many articles and books available which go into as much detail as you might like (see, for instance, DeBloois, 1982). The illustration reproduced here should provide a pretty clear idea of what's going on, so that we can go on to look at what these devices *do*, rather than how they do it: First, though, we need some understanding of how digital recording is accomplished.

For decades, the standard technique of recording sound has been to convert sound waves to fluctuations in electrical fields, and then to store these as variations in magnetism (as on a tape) or in the physical surface of a drum or disc (as on a vinyl LP). Playback is accomplished essentially by reversing the recording process, converting the stored electrical signals back into soundwaves through amplifiers and loudspeakers. The trouble with this process is that there are many points at which extraneous signals can enter in—everything from static electricity, to accidental magnetization, to dirt and scratches on recording surfaces—to create noise and degrade the reproduction.

Digital recording offers the potential to escape a lot of these noise sources. Instead of recording everything a microphone picks up, digital recording samples the incoming sound as a large set of discrete signals and stores these as bits of data. When signals are stored as data, the whole array of error-detection and correction techniques developed for safeguarding computer data can be applied to detecting and eliminating noise. Long possible in theory, the speed and intelligence of modern computers made it feasible in the '70s to record sound (and video) in this way. The problem with digital recording is that it requires huge amounts of storage in order to reproduce sound accurately—thousands of bits are needed for one second of high-fidelity music. And, although digitally recorded sound can be converted into standard analogue signals, to realize fully the benefits of digital recording, you need digital playback units. Enter the compact disc player.

Compact discs, or CDs, are basically just compact (4 inch diameter) optical discs, on which are recorded digitally encoded audio signals. CDs are justly famous for their sound quality, which is superior to vinyl for a number of reasons. First is the digital recording, described above. In addition, CDs are much less liable to corruption. Because the read-out is optical rather than electronic, it is not affected by static electricity. Because there is no physical contact between a stylus and the platter, there is no routine wear of the disc surface.



Optical Reflective Videodisc System. This illustrates how optical reflective videodisc systems operate. Reproduced from the article "High Technology" in M.L.DeBloois's "Videodisc/Microcomputers Instructional Design" (1982) with the publisher's permission.

And because the read-out beam is focused below the surface of the clear plastic coating on a CD, minor scratches and dust specks are ignored—the laser just "looks past" them. The result is that you can use CDs as mini-Frisbees without harming the clarity of their playback.

This durability is one of the main advantages of compact discs for educational applications. Any school or public library that loans out records, for example, knows that the lifetime of a vinyl disc in this type of usage is very short. CDs can be expected to last much longer, as well as being easier to store and transport because of their small size.

Of course, if CDs can store music as data, they can easily store conventional computer data. When used in this way, they become CD-ROMs. The ROM stands for "read only memory," just like the ROM chips found in many microcomputers. As the name implies, once data are written on a CD, they cannot be written over or erased—they can only be read. For this reason, optical discs will not be replacing magnetic discs and tapes for a while in computer applications where frequent updating is required. On the other hand, the storage capacity of CD-ROMs is staggering, so huge that it opens up new areas of microcomputer application that have never before been considered. There is already available on one CD an entire encyclopedia that previously required some 20 printed volumes . Along with this encyclopedia comes inquiry software, which allows the entire contents to be searched on a microcomputer in a few seconds—producing, for instance, a list of every occurrence of the term "orbit" within the encyclopedia. Selected articles can then be displayed on a monitor screen.

Similar applications are under development for other large, but relatively static, databases. One example is indexes to academic literature. A large portion of the ERIC database has been stored on a CD, for instance, so that educational researchers could hypothetically conduct literature searches at their desks, using a microcomputer. I say "hypothetically" because the cost of your own copy of ERIC is quite high (this cost reflects the expense of maintaining the database, not of putting it on CD-ROM). A more likely application is for a library to obtain such a system, which then relieves the necessity for using remote, long-distance computing to search the centralized database. Abstracts of the indexed articles are included in most CD-ROM indexes, allowing users to preview an article before actually searching out a journal or ordering a reprint. When new issues of such indexes come out, new CDs are produced that include the updated information (and sometimes a new version of the searching program). Copies are mailed to subscribers, and the old CDs simply go in the trash. Optical discs are so cheap to produce that throwing out the old ones makes more sense than building up a collection covering different time periods.

The really exciting educational applications, though, involve video discs. Video discs are larger than the compact audio discs (about the size of an LP, 12 inches in diameter) because in addition to sound they have to store visual information. Even with more than ten gigabits (10,000,000,000 bits) available, these discs only play for about half an hour on one side. Their potential for straight playback, of movies for instance, has proved disappointing, and cassette tapes are still the preferred mode for this type of video.

When combined with some form of user control, however, and a video program specifically designed for information rather than entertainment, video discs offer some intriguing possibilities. All the recognized benefits of computer-assisted instruction (including self-pacing, individualized testing, and "friendly" remediation) can be programmed into a video disc application that also overcomes most of the shortcomings of traditional CAI. No more pages of text scrolling endlessly by, or repetitious drill-and-practice exercises in which only the numbers ever change. Video discs can offer learners visual presentations more colorful and exotic than most live teachers. Anything that you've seen in movies or TV can be put on a disc, and usually made interactive, so that a student can stop, reverse, slow down, or query the presentation. Enthusiasts for this new technology are not hard to find. One producer of medical materials proclaims, "We are on the threshold of a revolution in communication potentially as significant as the one which followed the invention of movable type" (Leveridge, 1983, p. 68).

Educational video discs have run the gamut of complexity, from simple transcriptions of educational movies to an interactive university course in biology (Andriessen & Kroon, 1980; Bunderson *et al,* 1981). They have been used as image libraries to support lectures on space exploration, and to teach art history (Nixon, 1984; Sustik, 1981). Professor Bill Olivier and his colleagues and students at OISE have developed a demonstration disc in geography (showcased at the Ontario Place FuturePod in 1984) as well as a disc in the format of a mystery-detective game on Canadian history.

The American Heart Association has a video disc for teaching cardio-pulmonary resuscitation (CPR), with some really unique features. The students' "I/O devices" are two life-size mannequins, wired with sensors in critical locations and connected to a microcomputer. This system delivers instant analysis of the effectiveness of the student's CPR technique in practice. If there is confusion regarding correct action, the relevant portion of the video disc can be replayed, but the effects of minor adjustments in hand placement, rhythm, and pressure can be read out directly from the microcomputer [Hon, 1983].

In the system developed by Bell Canada and Concordia University to train people on the new generation of office telephones, a video disc is linked to a microcomputer and an actual telephone handset. The user can pick up the phone, dial a certain number, and hear another phone ring on the TV screen. When the person on the screen picks up the phone, her voice is heard on the user's handset. This level of interaction with recorded material brings a kind of realism to computerized instruction never before experienced.

Virtually no one, however, any longer suggests that machines such as those described can somehow "replace" teachers. Evaluation projects have consistently shown that students need and want human guidance in their studies. What is being sought is a way of creating interesting and effective instruction for subjects which can be difficult, dangerous, or just plain boring to teach in classroom lectures.

Optical discs, in all their different manifestations, are obviously opening up new areas in information technology, and showing great potential for educational applications. There are still problems, including the development of standards for using the various formats, and especially the cost of producing good interactive video discs. There seems to be little question, though, that optical discs are bringing some fascinating "new looks" to education. □

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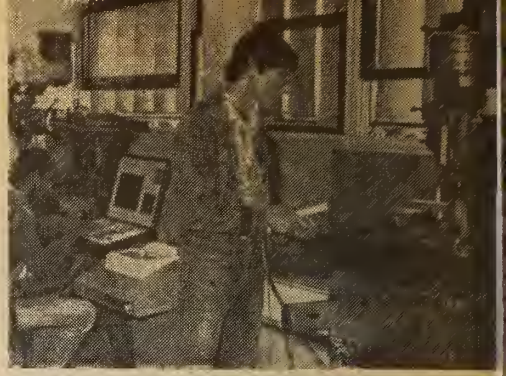
SCHOOLS AROUND THE WORLD



The Organization for Rehabilitation through Training

Ann Perez

What started as a community-sponsored effort over 100 years ago has grown into an international education network that continues to have a profound effect on many lives. The Organization for Rehabilitation through Training, recently renamed the Organization for Educational Research and Technological Training, and commonly referred to as ORT, is a worldwide network of technical training centres offering students, both youth and adults, the opportunity to learn a trade or employable skill.

ORT was officially established in 1880 in Imperial Russia by a few influential members of the Jewish community as a solution to the particularly distressful situation in which large numbers of Jews found themselves. A series of circumstances involving the re-partitioning of Poland and the implementation of exclusionary laws had resulted in their displacement and consequent loss of livelihood.

ORT was first established as a committee that approached the government of Russia with a plan for dealing with the problem of widespread destitution in the Jewish community. The committee saw its task as responding to the lack, or gap, in the social structure that had left a sector of the population without means to work. ORT offered to set up training centres to re-educate or retrain these people in trades that were in demand. In other words, ORT would reinstate destitute people as productive members of society by providing them with the tools to earn a living. Hence, training Jews in agricultural and artisanal skills to rescue them from poverty was the origin of ORT.

Through its work in Russia, ORT acquired a reputation throughout Jewish communities in Europe of being skilled at organizing work training centres in areas where there was a need. With the movement of large groups of people that resulted from the wars, ORT spread its organizing activities to many countries. By the end of World War II, ORT was working on all five continents.

The establishment of ORT centres around the world has followed basically the same method. An ORT committee is set up which raises funds from the private sector to support a training centre. The committee then approaches the local government for aid to establish a trade school. In some instances, the establishment of ORT education centres has been so effective that local governments have later opened schools modelled after the ORT concept.

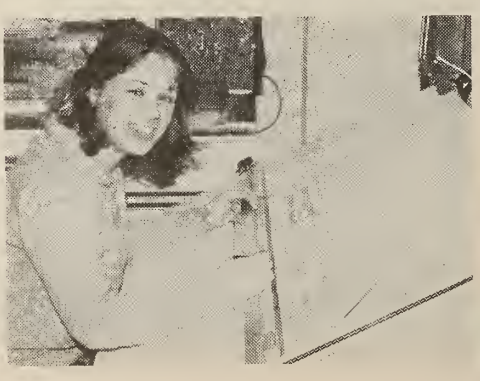
In 1987, the ORT network serves almost 158,000 students attending schools in 34 countries. Because of its origin as a Jewish-aid organization, the greatest concentration of schools and training centres is in Israel. There are 106 centres which are either independent schools or programs affiliated with already established schools or universities. ORT Israel has an enrolment of 75,000 regular students as well as 12,000 adults attending continuing education courses. Special programs have been set up for the handicapped and recently a program has been instituted which sends ORT teachers into prisons.

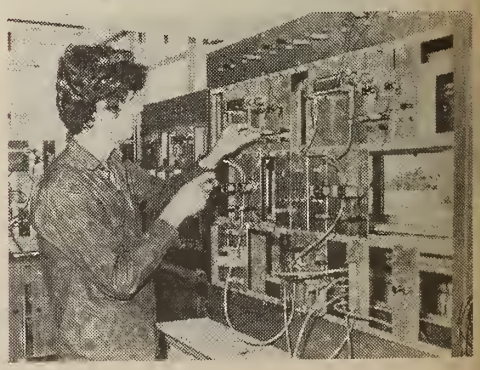
The first stage of construction of the ORT Braude Institute of Technology in Karmiel, ORT's first international technical institute, began last October. Located in Israel's Western Galilee, the Institute will provide high level technological education in computers, electronics, robotics, energy studies, bio-technology, electro-optics, and the pure sciences. The student body will be drawn equally from ORT schools throughout the world and from those in Israel, with classes taught in Hebrew, English, French, and Spanish.

While political change resulted in the closing of ORT schools in Ethiopia and Iran, around the world other schools and projects are continuously being initiated. Since the closing of the school in Ethiopia, a program of support for the Falashas (Ethiopian Jews) in Israel has been instituted.

The philosophy behind the ORT program supports a very important ideal in education. Put simply, you can offer someone food and shelter for a time, but teaching someone to provide for her/himself offers a person the possibility of a lifetime of food and shelter. The form of "charity" offered by ORT is very unique in that its object is not relief but restoring human dignity by preparing people to be useful members of their communities. While ORT has survived 107 years, it has only done so by believing strongly in its own need to keep abreast of economic changes and the employment possibilities which these changes initiate. The ORT network boasts a very impressive success rate for graduating people with immediately employable skills.

Through the years, ORT has become





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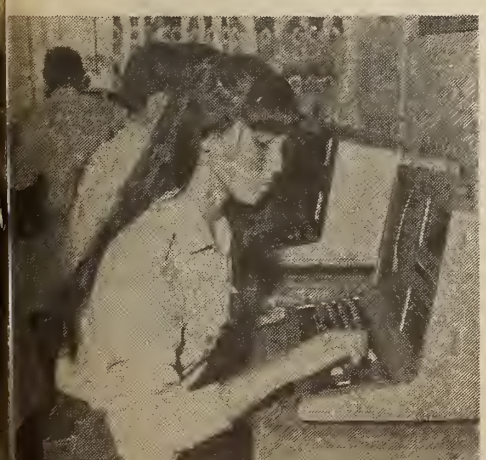
adept at anticipating trends for employable skills and modifying its curricula to accommodate these demands. The key to ORT's approach in meeting the challenge of rapid change in this technological age has been in the development of literacy courses throughout the network. Literacy is the basic tool for understanding various fields, enabling students to converse with practitioners, read the literature, and develop a working knowledge of their subjects.

Another serious issue for ORT educators is teacher training. Because technical knowledge loses validity after a few years, it has a very short life span. ORT educators must continually re-evaluate their methods and re-explore their potential to adapt to the quickly changing environment. ORT educators keep in close contact with local leaders in industry in order to have a practical understanding of the needs of the workplace.

The courses offered by ORT schools, 70 in all, cover a very wide range and differ from country to country. Courses as diverse as agricultural training and computer programing, fashion design, accounting, robotics, and fibre optics are part of the ORT curriculum. The courses are usually taught by people in the local community who have been trained at an ORT teacher training centre. The curriculum is adapted specifically to suit the community's particular needs.

In Argentina, ORT is celebrating its 50th anniversary. Over the years, ORT Argentina has expanded to meet the growing vocational needs of its Jewish population. Three-year courses at the junior college level are offered in electronics, chemical technology, computer technology, and civil construction. In 1981, ORT Argentina began a pilot program with the government of the Province of Chaco to reduce the school drop-out rate. The program has reached more than 6,000 students in six elementary schools, and a pre-vocational training centre was set up to provide young drop-outs with marketable work skills. The project has been so successful that the government plans to extend it to all state schools in the province.

Although the origin of ORT is Jewish, the community that ORT serves today is not exclusively Jewish. Because local governments provide almost 80 percent of the overall budget, the schools are non-discriminatory. However, the overwhelming majority of private funding still comes from Jewish communities around the world and outside of Africa the majority of ORT students are Jewish. The origins of the organization are remembered through the Jewish education component which remains a part of the curriculum. Jewish Studies are integrated into each student's courseload.



The ORT Global Network

(as of July 1986)

COUNTRY	ORT Membership Organisations	ORT Schools and Courses	ORT International Cooperation: Active Projects and Surveys	ORT International Cooperation: Projects/Surveys Under Review
Australia	■			
Argentina	■	■	■	
Belgium	■	■		
Botswana			■	
Brazil	■	■	■	
Burundi			■	
Cameroon			■	
Canada	■			
Chad			■	
Chile	■	■		■
Costa Rica	■			
Denmark	■			
Egypt				■
ECOWAS* Countries			■	
France	■	■		
Germany	■			
Greece	■			
Guinea			■	■
India	■	■		
Ireland	■	■		
Israel	■	■		
Indonesia				■
Ivory Coast			■	
Lesotho			■	
Liberia			■	■
Luxembourg	■			
Mali			■	■
Mexico	■	■		
Monaco	■			
Netherlands	■	■	■	■
Nigeria			■	■
Nepal				■
Norway	■			
Paraguay		■		■
Peru	■	■	■	
Portugal	■			
Rwanda			■	■
Senegal			■	■
S. Africa	■	■		
Sweden	■			
Switzerland	■	■	■	
Uganda			■	
U.K.	■	■		
U.S.A.	■	■		
Uruguay	■	■		■
Venezuela	■	■		
Zaire	■		■	■
Zimbabwe			■	

*ECOWAS Countries = Economic Community of West African Countries

Another aspect of the ORT network is its Technical Assistance Program. ORT's involvement in technical assistance began in the 1960s when at the request of the American International Development Agency it conducted a survey of the vocational training needs of eight newly emerging African nations. Since that time, ORT has implemented 153 projects in 51 developing countries. In all technical assistance projects, ORT's ultimate objective is to establish a self-sustaining, indigenous training capability which will ultimately take control of the project.

At the request of the Brazilian Port Administration, ORT has developed a technical assistance program to train manpower in the handling and maintenance of port equipment. The Distance Education Program, first established in 1981 to provide technical training to people in isolated areas, continues to expand. The program has grown from 500 students in three provinces in 1981 to 8,000 students in eleven provinces today.

In Canada, ORT has the support of the Canadian International Development Agency (CIDA) for its work in developing countries. CIDA matches all contributions made in Canada to ORT. Many Western countries which do not have schools of their own, like Canada, receive assistance from their governments in support of ORT programs in different parts of the world.

Recently, ORT has been turning its attention to developed Western countries. Less than two years ago, ORT opened a centre in a Los Angeles Jewish day school that had been closed because of poor enrolment. The school was refurbished by ORT and currently has 120 students following a postsecondary technical curriculum, with an emphasis on continuing education and some instruction in ESL. ORT has also recently launched new educational programs in London and Brussels and just signed an agreement with the government of Holland to begin a teacher training program. A proposal for a school in Canada to be affiliated with a Jewish day school is now in the planning stages.

Whether ORT operates in a developed or underdeveloped nation, the success of its programs lies in their functioning as a response to a gap experienced in the education needs of the community. The gap experienced often originates with the desire to restore or preserve productivity in the Jewish communities.

As the high tech job market is becoming saturated, ORT will soon begin to shift its emphasis from technical education. Service industries will most likely offer important career opportunities in the future and ORT is preparing to offer courses in these areas. In response to these anticipated trends, ORT is aiming to give its students a less specialized, more well-rounded education that can be adjusted to different job skills.

ORT was founded on the basis of flexibility, adaptability, and comprehensiveness. The idea was to consider the "whole person" in addition to providing a specific skill or vocation. This philosophy, which continues today, is the foundation on which ORT operates. The goal is to train students so that they become confident enough to develop the technological wonders of our age, to use them as tools for meeting the challenges that lie ahead. □

Quick Sand and Spider Webs:

Gateways to Action-Based Learnings

An Adventure Initiative program has great potential as a componant of any program for gifted students.

Mike Laurence and Bob Malcomson

The horde of ravenous beasts had been left behind scant minutes ago along the trail. Ahead lay safety. But between them and salvation yawned a menacing gulf of quicksand. Out of the quagmire rose five tree stumps, the distant bank lay four mighty leaps away. At hand were only a few planks.

Half a class of grade 7 and 8 students stood stranded between their pursuers and the swamp. Their teacher stood helplessly by. Would his precious group of scholars fall victim to these perils? Or would they co-ordinate their resources and create a path to safety?

The scene described above proved to be a teacher's delight. Within minutes the dozen youngsters had pooled their opinions and expertise, conceived a plan that enabled them to utilize the ungainly planks, and confidently guided one another across the imaginary quicksand with nary a running shoe consumed.

This was just one more event in a series of adventure initiatives selected for the modified Challenge-Discovery program undertaken as a co-operative project between the Department of Recreation and Leisure Studies at Brock University and one of the gifted classes in the Special Education Department of the Niagara South Board of Education.

Adventure-Initiative Education

Adventure-Initiative programs are offshoots of the Outward Bound approach to experiential education. The ideas behind Outward Bound originated in post World War I Germany with Kurt Hahn, a dedicated educator who worked to develop in young people moral independence, discretion, physical prowess, and leadership capabilities—qualities he felt were missing in the youth of that era. Twenty years later, forced by political indignation to re-establish his efforts in Great Britain, Hahn built upon his original concerns by incorporating a philosophy of adventure, training for reserve, and community, and established the first Outward Bound school. Based on the principle that an "individual develops self-confidence, concern for others and self-awareness ... when confronted by challenging, shared experience involving service and adventure" (North Carolina Outward Bound, 1979, p. 4), the curriculum of the 30 worldwide Outward Bound schools today centres on process rather than content.

In 1972 at Hamilton, Massachusetts, a group of educators, concerned about the ineffectiveness and irrelevance of the physical education curriculum in their schools, developed a hybrid of the Outward Bound program. Christened "Project Adventure," this approach to experiential education represents an effort to incorporate aspects of Outward Bound into the school curriculum. According to Karl Rohnke (1977), this approach has the potential to "provide room in the development of young people for an approach to physical activity which combines a joyful sense of adventure, a willingness to move beyond previously set limits and the satisfaction of solving problems together" (p. 5).

Originally designed to meet student needs at à local Massachusetts high school, Project Adventure has become a household word in many communities in the USA, Canada, Australia, and England. Project Adventure Inc., a non-profit educational corporation, emerged after several years of federal funding designated for the investigation, validation, and dissemination of the program model. Today, a team of 12 professionals, complemented by over 20 national trainers in 4 countries, provides consulting services, instructor training, ropes course construction, safety certifications, and curriculum development.

A commitment to investigate the purported benefits and outcomes of participation in such adventure programs (e.g., enhanced self-concept) was the basis upon which Brock University created its Challenge-Discovery Adventure Training Centre in 1984. This facility provides field experience for university students studying physical education and safety management in outdoor recreation. To challenge young people, and to fill a gap in summer programming for children, Discovery features a base camp experience and an extended backpacking expedition whose two-week sessions aim to develop skills, fitness, self-confidence, compassion, and leadership through a series of adventure initiatives.

Adventure Education as Part of the Gifted Program

A conversation about the nature of the "Challenge-Discovery" summer program at Brock encouraged the authors to

Photos by Malcomson.

Establishing group communication and trust are two critical components of Project Adventure activities.

Each year, the Brock University Adventure Training Center is the site of several professional workshops for educators interested in the use of adventure curricula. The "Adventure-Based Counseling Workshop" (a Project Adventure certification course) will take place from 10–13 June 1987. Safety management in adventure education and basic ropes course skills are three-day workshops held in both May and June 1987. Brock is also the site of the National Safety Network Workshop, held once each year. For more information, please contact Mike Laurence, Department of Recreation and Leisure Studies, Brock University, St. Catharines, Ontario, L2S 3A1.

Early experiences in this program require the group to function co-operatively.

The fitness component may be fulfilled by engaging the group in vigorous running games of all kinds.

consider how aspects of the Project Adventure approach could be adapted to serve as part of a classroom program for gifted students. The intermediate gifted class (grades 7 and 8) at Glynn A. Green Elementary School is a segregated program whose weekly timetables allow for a number of gym periods, as well as music and visual arts instruction. However, over the years the curriculum of the class has developed a highly academic focus. Besides providing invigorating fitness and skill-development components, the challenging nature of the Adventure activities themselves would serve as a fresh approach to the development of creativity and leadership processes usually promoted academically. Flexibility in timetabling was an added advantage of the gifted class. A Project Adventure-type program would require the group to be involved in at least one half-day session each week. Whereas most mainstream classes are restricted by the scheduling dictated by core programming and inter-class rotary, this gifted group was free to set its own timelines.

The Glynn A. Green School version of Project Adventure ran during the fall term of 1985. Several sessions in the gymnasium and on the playground helped the students gain familiarity with the skills and concepts necessary for the challenges which lay ahead.

Target objectives of the program were the development of self-confidence and trust among "team" participants. To develop these ends our students initially participated in selected new games and co-operative games, initiative tasks, trust exercises, and exercises (e.g., falling and rolling) designed to minimize risk in subsequent activities.

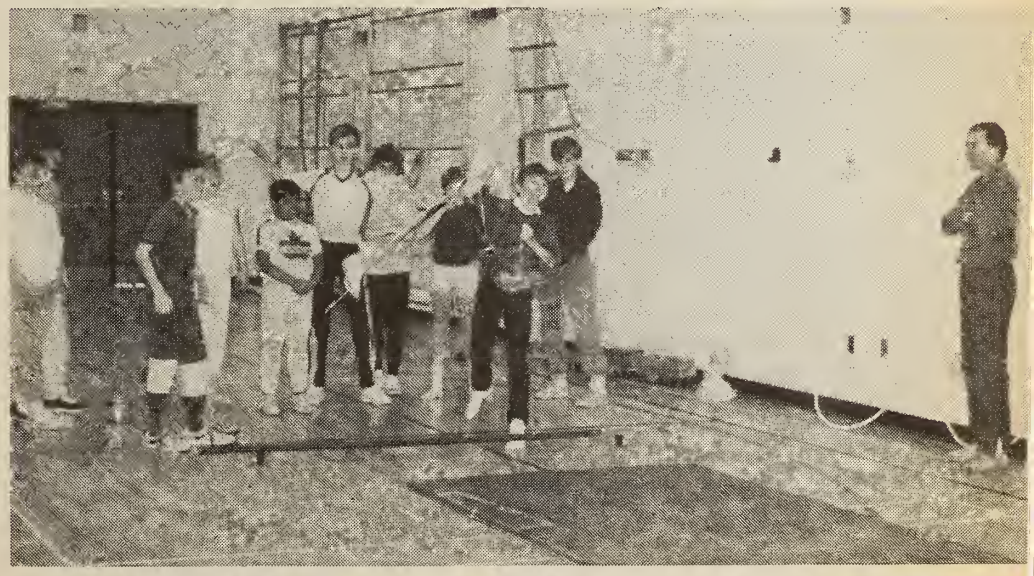
Students were repeatedly reminded that participation in any activity was voluntary. The choice to become involved was stressed as "entirely up to the individual" and "without threat of being criticized" by peers or instructors for deciding to opt out.

The "No Discount-Contract" was introduced during one of the initial lessons as another key ingredient in the program. This personal/group contract facilitates participant growth and responsibility while also greatly enhancing the safety management of the program. Each student accepts the condition that he or she may be confronted by peers or staff for devaluing behavior ("put downs," disregard for rules and safety, etc.). At the same time each student agrees to intervene when others express devaluing behavior.

Interwoven into each week's activities was a variety of fitness games, such as Frantic, Samurai, Frizelavio, and Sock-It-To-Me Tag (Rohnke, 1984). Samurai, for instance, has the group form a large circle with one of its members in the centre. This centre person is the Samurai who brandishes a long, menacingly realistic foam sword at the feet or heads of the participants on the circumference. The amount of leaping and squatting required to avoid contact with the "imaginary extrapolation" of the sword's arc serves very well to accelerate heart rates.

Many of the more advanced Adventure-Initiatives require that students, confronted with a challenge, pool their resources and, through consensus formulation, work as a whole to solve problems. This is a most difficult skill to develop. Dominant personalities, closed ears and minds, as well as silent, submissive individuals often produce frustration and failure, such as occurred during an attempt by helmeted participants to stack six large, 36-inch-long cardboard tubes as high as possible. The instructor plays the critical role of facilitator, helping students to "see" what they did during the event and understand why things happened as they did. Frequently, a productive debriefing session led to a cohesive group effort and resolution of a new task.

Another aspect inherent in the more advanced challenge situation is the mandatory regard for safety and the handling of equipment. While the time frame for our program prevented the class from advancing to climbing activities on the high ropes course, the group was prepared to prevent any emergency situations that might involve falls from low levels. Students learned how to fall. As well, they were shown how to spot one another and how to ensure the safety of participants when the group advanced to the low ropes course elements. These skills were developed over six hours of specialized tasks and exercise which culminated with the "trust fall." Safety was always the primary theme as participants and staff reviewed procedures during the "environmental briefing" which preceded each activity, and students were warned that they were not to repeat such activities independently at home or on the school ground. It should be noted that, while Project Adventure is presently conducting an extensive 15-year safety study involving 1,000 programs, its



Prouty's Landing challenges the group to capture a dangling "vine" and then transfer each member and the group's supply of water to the safety of a tiny, wooden platform.

1981 ten-year safety study documented a much lower accident rate than those in traditional physical education programs.

After a half dozen or so sessions at the Glynn A. Green School, the class was ready to accept the challenge of the Project Adventure low ropes course constructed in a wooded area on the grounds of Brock University which itself borders the beautiful landscape of the Niagara Escarpment. The full complement of elements at this writing includes The T. P. Shuffle, Hickory Jump, Fidget Ladder, Zig Zag, Mohawk Walk, Tension Traverse, Spider's Web, Prouty's Landing, and Rebirth. Karl Rohnke's fine texts, *Cowtails and Cobras* (1977) and *Silver Bullets* (1984), are excellent resources for the details of these initiatives.

The time limits of the fall term and the onset of the winter season prevented the class from getting involved in the higher, personal-challenge elements, but the students did spend a number of very successful afternoons enjoying personal and group challenges such as the Fidget Ladder. This twelve-foot-long, narrow diamond-shaped rope/dowel ladder is suspended between the base of one tree and the ten foot level of another. The degree of the taughtness of the ropes determines the stability, and thus the difficulty, of the climb. Ten classmates spot the helmeted participant with a reinforced safety net. An instructor stands at each end of the ladder. The entire class actively spotted and supported the efforts of each student who undertook to climb the distance and touch the high tree.

It was also on one of those cool autumn afternoons that the grade 7 and 8 gifted students found themselves between quicksand and pursuers. At least that was the scenario spelled out for them as they approached the challenges of the Zig Zag. Many of the initiatives are prefaced with the setting of a situation designed to make the challenge more entertaining to the participants. The thoughtful teacher can use this opportunity to consolidate knowledge of material or skills studied in classroom curricula. In this instance, Zig Zag was based upon the pure creative and adventurous fun which it was, as the tallest and strongest of the students worked in concert with one of his smallest and most agile classmates to position the interconnecting planks and assist each member of the band across the leaf-strewn, gaping chasm.

Outcomes

The snows of December and second term priorities ended the class's Adventure project. The students' enthusiasm had not wavered for a minute during the weekly sessions. In fact they frequently made comments about how daily classroom events resembled challenges faced in the gym or among the trees at the university. Such observations lead to perfect teaching moments, as the students were encouraged to be aware of the opinions of others, or to co-operate in order to resolve their problems. Interpersonal problem-solving was a critical issue with this particular group of students, and their involvement in the program helped them to understand the things that were making it so difficult for some of the people to get along with each other inside and outside of class.

The wide variety of Adventure-Initiatives complemented perfectly the logical puzzles and exercises with which the students in this gifted class were very familiar. Paper and pencil or oral mind benders have always been a favorite pastime of the group. In Project Adventure the boys and girls faced the same challenges, but used their bodies, as well as their minds, to attain resolution. The students very much appreciated the debriefing sessions, too, and they were intrigued by the intellectual nature of the events. No longer was physical education just an activity for the physically adept. Each individual's strengths and weaknesses were appreciated and compensated for. Many of the students gained a new status or respect from their peers as a result of their unique contributions to the group's efforts. And on top of it all, it was fun!

From the instructors' point of view, the program was essentially successful. The activities seemed to serve the skills involved in developing creativity, logic, and group dynamics. Despite the fact that a full afternoon was scheduled each week, there never did seem enough time to draw out, discuss, or perhaps repeat each initiative. This resulted in a cutting back of games designed to promote fitness, a prime objective of the project. The once-weekly scheduling also interfered with the flow of competence and attitudes that might otherwise have spread from activity to activity. A repetition of the program might require a rethinking of how to run the program over a shorter period of time, perhaps delaying the "processing" of experience until students had returned to the classroom.

"A healthy mind in a healthy body" is perhaps too much of a cliché to describe the justification for incorporating a Project Adventure component into a gifted program, or into any classroom program. But the events and outcomes of this particular project reinforced the authors' belief that mind and body, educated simultaneously, do lead to a challenged and invigorated group of enthusiastic students. □

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J'ai à coeur le français

Bernard Courte, *Centre de recherches en éducation franco-ontarienne, IEPO/OISE*

L'enseignement en français en Ontario se situe en milieu minoritaire à des degrés qui varient d'une région à l'autre, comme le démontrent les statistiques sur les proportions de l'élément francophone dans différentes villes: Cochrane (48%), Cornwall (38%), Sudbury (29%), Ottawa-Carleton (19%), North Bay (17%), Welland (17%), Pembroke (10%), Windsor (7%) et Toronto (2%). Hawkesbury, avec 85% de francophones, est un exemple moins fréquent de milieu francophone majoritaire en Ontario.

Différentes enquêtes (voir Mougeon 1984) révèlent que la conservation ou la perte du français chez les élèves instruits dans cette langue sont étroitement liées à l'importance démographique de leur communauté: d'une manière générale, moins l'élément francophone est important, moins élevé est l'emploi du français. La fréquence de l'emploi du français à la maison en milieu minoritaire se répercute nettement sur la maîtrise de cette langue par les élèves recevant l'enseignement en français.

Une tâche difficile

On peut comprendre l'ampleur des problèmes pédagogiques que cette situation crée: l'enquête Cazabon et Frenette (1982) révèle que la grande majorité des enseignantes et des enseignants qui oeuvrent dans des classes où se retrouvent des élèves qui maîtrisent très inégalement le français éprouvent des sentiments de frustration devant la difficulté de leur tâche.

Cette même enquête révèle aussi que l'enseignement du français est conçu sous un angle normatif—les traits distinctifs du français informel de l'élève sont des *fautes* qu'il faut éliminer et remplacer par leur équivalent standard.

Bien que l'on s'entende sur l'objectif principal des cours de français (la maîtrise accrue du français standard), il nous semble désirable sinon nécessaire que l'atteinte de cet objectif repose sur une reconnaissance de l'authenticité du français vernaculaire utilisé par les élèves. (Par vernaculaire nous entendons la variété de langue informelle qu'utilisent naturellement les membres d'un groupe social donné pour communiquer entre eux.)

Une place pour le vernaculaire

Le CREFO a produit du matériel spécialement conçu pour l'enseignement du français aux jeunes franco-ontariens reposant sur des recherches et théories récentes en évaluation et en pédagogie de la langue. Dans *J'ai à coeur le français,* des recherches initiales permettent un contraste systématique et explicite des règles du français vernaculaire et de celles du français standard. On précise dans l'introduction de cet ouvrage que bien que les variantes vernaculaires soient sémantiquement équivalentes aux variantes standards (job=emploi, moé=moi, ça fait que=donc, j'ai resté=j'suis resté), l'emploi des premières ne sera jugé approprié que dans des situations de communication informelles (au cours d'une conversation entre camarades, dans une note adressée à un membre de la famille, par exemple) et l'emploi des secondes conviendra surtout aux situations de communication formelles (durant une entrevue pour un emploi, dans une lettre adressée à la direction d'une banque, etc.).

Pour une communication authentique

Le vernaculaire franco-ontarien est un système linguistique authentique. Tout en assurant une partie importante de la communication, cette variété de français informel est un élément de l'identité culturelle franco-ontarienne. Considérer les particularismes de cette langue comme des fautes pourrait accentuer la tendance au rejet du français qu'on observe à divers degrés chez les jeunes Franco-Ontariens appartenant à une communauté minoritaire.

Il est de l'avis des linguistes du CREFO que la nouvelle pédagogie ne tendra pas à éliminer cette variété de français, mais s'en servira comme point de départ vers la maîtrise du français canadien standard. Comme le souligne aussi Mougeon 1984, le français vernaculaire pourra être considéré comme un point d'arrivée pour les élèves qui ne parlent guère ou peu le français en dehors de l'école, car ils possèdent mal cette variété du français.

En ce qui concerne ce dernier objectif, une approche efficace serait sans doute celle qui accorde un rôle central aux élèves franco-dominants. On aura avantage à favoriser le dialogue en français entre les groupes de compétences linguistiques inégales et à les faire participer à des activités de conscientisation visant à identifier les traits du vernaculaire et les règles stylistiques et sociolinguistiques qui régissent leur emploi.

De telles activités s'incorporent facilement aux modules pédagogiques préparés dans le cadre du projet intitulé *L'enrichissement de la langue par le biais d'activités de résolution de problèmes.* Dans ce projet, tout comme dans le manuel *Lire et s'entendre,* il y a inclusion d'activités de compréhension et d'expression orales comprenant le travail en petits groupes, comme le préconise le nouveau programme-cadre de français. □

J'ai à coeur le français (guide de l'élève), par Raymond Mougeon. Montréal: Guérin, 1985. Volume 1 pour le niveau primaire. Volume 2 pour le secondaire. Guide du maître 1986.

Lire et s'entendre (manuel de l'élève), par Normand Frenette. Montréal: Guérin, 1985. Les guide du maître et casette d'accompagnement sont en préparation.

J'ai à coeur le français is a textbook by Raymond Mougeon, a member of the Centre for Franco-Ontarian Studies in Education. It aims at giving a sociolinguistic perspective to vernacular French in relation to formal French usage. Lire et s'entendre, by Normand Frenette, relates language use through literature texts.

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Reviewed by Donna Hutchins, OISE Press

Games, Videos, Books, and Software

Young children (adults beware) may learn something about downtown transit routes from Metromania. This board game takes players to various Toronto tourist spots via subway, streetcar, and bus and tries to impart a little information about each location. Don't expect to find the Eaton Centre or Roy Thomson Hall marked, but if you want your children to know half a dozen ways to get to Allan Gardens, then give them a copy of Metromania. For information about Metromania, contact Mr. Kelly McCray, 148 Shuter Street, Toronto, Ontario, M5A 1V9 (416-863-0837).

Addison-Wesley, a leading publisher of scientific and technical books and software, has introduced the Lotus 1-2-3 Student Edition, an educational version of the widely used business software, Lotus 1-2-3. The software will be available in April through college and university bookstores at a retail price of just under $60.00.

The Ontario public school system continues its PR blitz. As part of the high profile image, ALSBO (along with OPSTA, NOSTA, OSSTF, OPSTF, and FWTAO) has produced a film entitled *The Key to Our Future*. While basically a paean to the public education system, the film does attempt to explain how the schools work in this province. Segments highlight funding, the curriculum, discipline, public input, adult and special education, and alternative schools. As the film points out, the education system is a big business, employing a large body of people and having a huge investment in property and other resources. Nonetheless, though *The Key to Our Future* is an obviously expensive production, it is unlikely to replace reruns of *Room 222* in anyone's affections.

The Youth Science Foundation, a national, non-profit organization runs a number of programs, chief among them science fairs held across Canada. Their latest venture is a collection of science activities for 7 to 14 year olds called *Science Is. . . .* The book is actually a three-ring binder with pull-out sections on Science Olympics, Matter and Energy, Humans, Environmental Awareness, Rocks, Plants, Living Creatures, Weather, The Heavens, and Applying Science. To order a copy of the 400-page *Science Is . . .* binder, send a cheque (or money order) for $19.95 made payable to The Communication Project to YSF, 1189 West 24th Street, North Vancouver, B.C., V7P 2J1.

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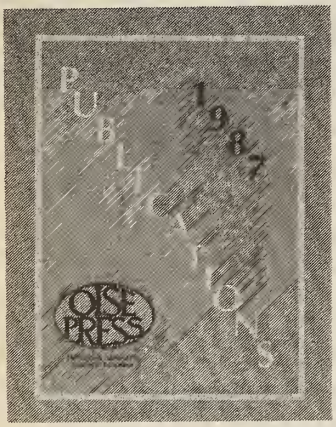

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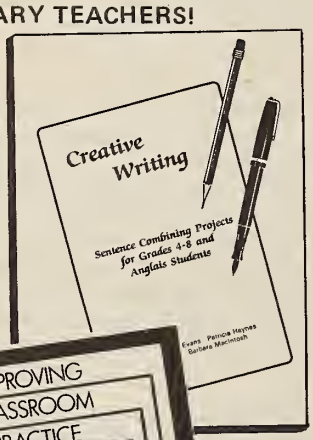

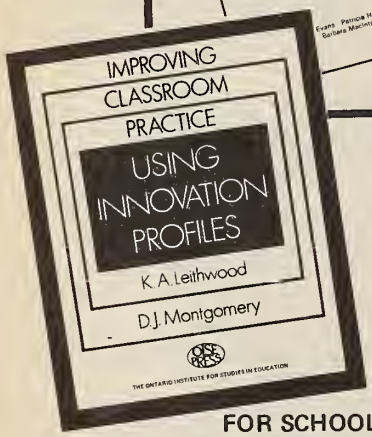

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Our Readers Write . . . on the lighter side — *by Ruth Dawson*

A CONCISE METAPHORICAL GUIDE TO SOLID RESEARCH

Let's face it: If you want to be taken seriously in scientific circles, you have to have the *right attitude*. If you read this guide at least ten times while lying on the floor you should begin feeling heavy, solid, tight, cold and very serious. In other words, you will definitely be incubating the right attitude for solid research.

Allez-ons!

Reality in research is *low:* down to earth, the bottom line. There are hard facts and solid research. Facts can be handled, and they are cold. You should have your facts *down cold* to avoid getting the cold shoulder from serious researchers. (A drink of ice-water might help here to develop that goose-pimply feeling—no, nothing alcoholic, it might make you giggle. Remember, the keyword is *serious.)*

Research is *war:* Facts have a military flavor (even if they are hard to digest). Facts can be mustered (no, mustard won't help), and regimented in a row, like soldiers. However, if the opposition shoots down your facts, you're dead (Fred).

Research means no messing around: Good reasoning is tight with no nonsense or shilly-shallying or hopping back and forth. One fact should follow another, forward, in a straight line, because facts march. (Try some music here to help your mood—maybe a funeral dirge.)

Really *solid* research leaves *no exit:* If you use cold, hard, and tight reasoning, your opponent cannot demolish your arguments or wiggle out of the logical conclusions. As a matter of fact, you should try to hedge in your opponent with inescapable facts. (And you *leave* them there! No sentimentality!)

Think clean! The best research is considered neat or tidy, with all the ends tied up.

Think sharp! On the other hand, research based on opinion or nonfactual information is sloppy and usually needs to be cleaned up or straightened out or sharpened to give it an edge. Also, such soft research needs to be pinned down. The very best conclusions are nailed down.

Visualize! A helpful visual metaphor, to keep your research reality in focus, could be a cube. Maybe this kind of reality could be a row of cubes, or even *rows* of cold, clean (not polished, because facts are not bright or shiny), sharp-edged, hard, heavy, flat-faced, solid, impervious cubes, carefully and thoroughly nailed down.

No jokes! Finally always keep in mind that you, as a researcher, must be tough to deal with this kind of reality in order to turn out the most respected and accepted hard-nosed research. (Research shows that 90 percent of those who do solid research have advanced hardening of the nostrils.)

There! Now get to your typewriters and your computers and start writing!

What? You write things out in longhand?!!! Sorry! You may have trouble *getting in the mood!* Try writing on the floor.

HISTORY ON THE GREAT LAKES

Although the schoolchildren visiting the Historic Naval and Military Establishments on the shore of Penetanguishene Bay may stand atop a polished deck beneath luffing sails and creaking boom, when they give the order for "anchors away" their ship remains steadfast. For the ship is a naval mock-up in the Visitors' Centre of the Establishments, the only reconstructed British naval dockyard and military base in North America. The post was active for some 40 years before being abandoned in 1856.

These days, the Establishments play host to scores of schoolchildren who participate in one of five programs designed by Interpretive and Education Officer Bill Brodeur. For the younger set (grades 1 to 3), there is "Little Jack Tar" day. This begins aboard the naval mock-up with a simulated storm and the need to rescue a sailor "washed overboard." The grateful seaman rewards his rescuers with a description of 19th-century nautical life, in which he then invites them to participate. The children scatter over the dozen or so historically furnished buildings that make up the site, some to bake sea cakes in Captain Roberts's kitchen, some to carry wood, others to waterproof rope.

There is a second program for the younger grades ("Pioneers in a New Land") and one for grades 4 to 6 ("A Society in Upper Canada"). One program for grades 7 and 8 explores naval strategies on the Great Lakes, ship maintenance, and dockyard operations, while the other examines the conflicting perspectives between conservatives and reformers in Upper Canada. The tours last about two and a half hours, although timing, and content, can be tailored to individual needs.

For information about the programs, contact Bill Brodeur, Historic Naval and Military Establishments, Box 1800 Penetanguishene, Ont. L0K 1P0. For bookings, contact Beth DesRochers, Huronia Historical Parks, Box 160, Midland, Ont. L4R 4K8.

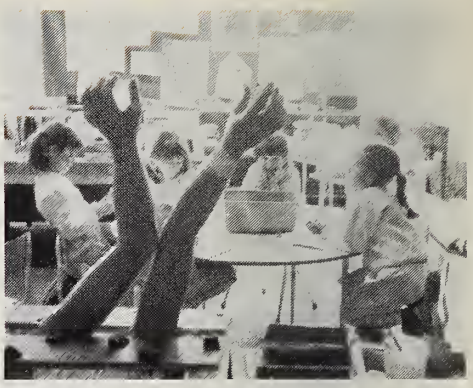
Hawthorne II Bilingual School, Toronto

The first floor west wing of Christie Public School, near Bloor and Christie Streets, houses a unique alternative school. For ten years, Hawthorne II Bilingual School, operated by the Toronto Board of Education, has provided a progressive program of French and English instruction for children from junior kindergarten through to grade 6.

Hawthorne's bilingual program encourages social interaction between children and parental participation in the classroom while fostering a primarily French-speaking community. At the kindergarten levels, French vocabulary is introduced through songs, games, books, and daily routines. In grades 1 through 6, the day is split evenly between French and English. Thus French is slowly but effectively integrated into the students' lives.

The 163 students at Hawthorne do not spend all of their time in assigned classrooms but take turns in the resource centre. Supported by parents' voluntary contributions, the centre provides remedial as well as enrichment work and offers a wide range of activities including computer studies, sculpture, woodworking, pottery, filmmaking, and scientific experiments. While students are in the centre, the classroom teacher can give more individualized attention to the smaller number of children remaining in the class. In addition, the twinning of students at different grade levels, both in the resource centre and in the classroom, has proven to be beneficial to all concerned. Junior kindergarten students enjoy listening to stories told by grade 3 students who are refining their reading skills.

Parents of Hawthorne students are actively involved with programming, administration, and policy decisions regarding the school. Along with members of staff, interested parents sit on committees dealing with staffing, fundraising, publicity, the school constitution, and other relevant topics as well as acting as volunteers in class, on school trips, and for school-wide activities. The recent Hawthorne dance was a rousing success because, to a great extent, of the exciting performance of a rock and roll band whose musicians were Hawthorne parents.



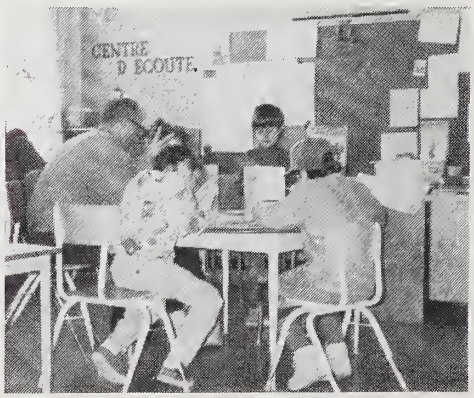
The physical well-being of students is of great concern to the Hawthorne II community. A small "mini-gym" has been set up to enable students to devote a period of time each day to physical activity, regardless of weather. Swimming, skating, nature hikes, tobogganing are all activities regularly planned as part of the class program.

Hawthorne's staff includes seven bilingual teachers, one resource person, three educational assistants, and one French monitor, all of whom actively work to encourage the students' self-confidence and creativity. All staff are members of the Parent/Teacher Board of Directors, which administers the school in conjunction with the Principal-of-Record, D. Galonska. Staff have been responsible for the implementation of the 50/50 French/English program on a day-to-day basis.

Students are admitted to the Hawthorne kindergarten programs on a first-come, first served basis. However, to maintain a progressive level of French instruction in grades 1 through 6, preferential placement is given to students with some background in French.

The school offers all-day junior and senior kindergarten programs, and a comprehensive day care operates in the school from 7:30 - 9:00 a.m., during the lunch hour, and from 3:00 - 6:00 p.m.

Further information about Hawthorne II Bilingual School: 50 Essex St., Toronto, Ontario M6G 1T3 Telephone: 393-0727



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